

CERTIFICATION STANDARDS & PRACTICES

ADVISORY COUNCIL MEETING

WEDNESDAY, MARCH 11, 2009

Library Conference Room

Capital High School

100 Valley Dr

Helena, Montana 59601

Starting at 8:30 A.M.

CALL TO ORDER

- A. Call to Order – Dr. Douglas Reisig
- B. Roll Call
- C. Statement of Public Participation
- D. Approval of the Agenda
- E. Approval of the January 15, 2009 Meeting Minutes
- F. Correspondence

ITEM 1 EXECUTIVE COMMITTEE REPORT – Dr. Douglas Reisig and Ms. Melodee Smith-Burreson

- A. BPE Renewal Unit Provider Notification
- B. Review of Annual Report
- C. Evaluate Progress of Goals
- D. Plan for Joint BPE/CSPAC Meeting
- E. Sign Language Interpreters' Standards Workgroup Update
- F. Chair Presentation

ITEM 2 INDIAN EDUCATION REPORT – Ms. Mandy Smoker Broaddus, OPI

ITEM 3 ADMINISTRATIVE OFFICER'S REPORT – Mr. Pete Donovan

- A. Meetings Attended
- B. Discussion on Alternative Routes to Teacher Licensure

ITEM 4 BOARD OF PUBLIC EDUCATION REPORT – Mr. Steve Meloy

- A. Executive Secretary's Report

ITEM 5 PROFESSIONAL PREPARATION AND CONTINUING EDUCATION COMMITTEE REPORT – Dr. Mary Susan Fishbaugh and Ms. Tonia Bloom

ITEM 6 MONTANA COMMISSION ON TEACHING COMMITTEE REPORT – Ms. Melodee Smith-Burreson and Ms. Judie Woodhouse

- A. Teacher Mentoring Draft Rules – Mr. Pete Donovan

ITEM 7 LICENSURE AND ENDORSEMENT COMMITTEE REPORT – Ms. Sharon Applegate and Ms. Patty Muir

- A. Chapter 57 Update

ITEM 8 OPI UPDATE – Dr. Linda Vrooman Peterson, OPI

ITEM 9 PLAN FOR FUTURE CONFERENCES

- A. NASDTEC Annual Conference – May 31st-June 3rd, 2009

ITEM 10 FUTURE AGENDA ITEMS

- A. Orientation of New Council Members
- B. Elect Officers
- C. Committee Appointments
- D. Set Calendar
- E. Goal Setting

ITEM 11 PUBLIC COMMENT ON ITEMS WITHIN THE JURISDICTION OF CSPAC

ADJOURN (Please see other side for additional information)

A tour of the Office of Public Instruction will be offered to all Council members interested. The tour will take place following the adjournment of the CSPAC meeting. More information about the tour will be provided at the meeting.

The Montana Board of Public Education is a Renewal Unit Provide. Attending a Board of Public Education Meeting may qualify you to receive renewal units. One hour of contact time = 1 renewal unit, up to 4 renewal units per day. Please complete the necessary information on the sign-in sheet, if you are applying for renewal units.

CERTIFICATION STANDARDS & PRACTICES

ADVISORY COUNCIL MEETING MINUTES

THURSDAY, JANUARY 15, 2009

*Conference Room
Front Street Learning Center
815 Front Street
Helena, MT 59601*

CALL TO ORDER

CSPAC Chair, Dr. Douglas Reisig, called the Certification Standards and Practices Advisory Council meeting to order on Thursday, January 17, 2009 at 8:45 A.M. CSPAC council members present were: Chair, Dr. Douglas Reisig, School Administrator, Missoula; Vice-Chair, Ms. Melodee Smith-Burreson, Teacher, Missoula; Ms. Tonia Bloom, Trustee, Corvallis; Ms. Patty Muir, K-12 Specialist, Laurel; Ms. Judie Woodhouse, Teacher, Polson; Dr. Mary Susan Fishbaugh, Dean of Education, MSU Billings, Billings; and Ms. Sharon Applegate, Teacher, Kalispell. Staff members present were: Mr. Peter Donovan, Administrative Officer for CSPAC; Mr. Steve Meloy, Executive Secretary for the Board of Public Education; and Ms. Anneliese Warhank, CSPAC Administrative Assistant. The following people signed the meeting roster: Ms. Bonnie Graham, MSU Billings; Ms. Tracy Grazley, U of M Western; Ms. Kim Warrick, OPI; Mr. Larry Nielson, MEA-MFT; Ms. Elizabeth Keller, OPI; Ms. Nancy Coopersmith, OPI; Dr. Linda Vrooman Peterson, OPI; Ms. Nikki Sandve, OPI; Mr. Mike Miller, U of M Western.

Motion: Ms. Melodee Smith-Burreson moved to approve the agenda. This was seconded by Ms. Judie Woodhouse. Motion was unanimously approved.

Motion: Ms. Judie Woodhouse moved to approve the October 23-24, 2008 CSPAC meeting minutes. This was seconded by Ms. Sharon Applegate. Motion was unanimously approved.

Ms. Woodhouse asked for some clarification on Item 5 of the October 24, 2008 CSPAC meeting concerning special education and the advantages to keeping children from entering the program. Dr. Reisig asked Mr. Donovan to lead the Council through the correspondence. The first item was an email from NCTAF to Mr. Donovan requesting he approve information they wish to add to their website highlighting some of the work we are doing as the state of Montana for teacher accreditation. It was suggested if any Council member had ideas on what to add, they should email Mr. Donovan with the proposals. Next came minutes from the Paraprofessional Meeting held last December by MEA-MFT to highlight the efforts of paraprofessionals across the state to meet standards. After that was a letter from the Commissioner of Higher Education, Dr. Sheila Sterns, to notify the Council of OCHE's move out of the New York Block Building. Finally, an email from Dr. Jayne Downey of MSU Bozeman, discussing the proposed draft rules for teacher mentoring as an Area of Permissive Special Competency.

INFORMATION ITEMS

***Items are in the order they were discussed at the meeting.**

ITEM 1 EXECUTIVE COMMITTEE REPORT – Dr. Douglas Reisig and Ms. Melodee Smith-Burreson

The Council reviewed last year's CSPAC Annual Report and discussed updates to be completed before presenting the 2008 Annual Report at the joint meeting with BPE in March. The Professional Educators of Montana Code of Ethics were briefly looked over and everyone agreed to continue to support these as they are currently written. The Council then reviewed the short term goals. One goal was to clarify the meaning of "contract" in ARM Rule 10.55.716(A)(B). The Council would also like to look at ways to increase teacher retention over the first five years of service. The highlights for the Interpreter's Standards Workgroup Meeting were reviewed and discussed.

ITEM 2 NO CHILD LEFT BEHIND REPORT – Ms. Nancy Coopersmith, OPI

Ms. Nancy Coopersmith, the Assistant Superintendent of Public Instruction for OPI, came before the Council to update them on the No Child Left Behind Act. NCLB states that an educator who is licensed and endorsed in the areas they teach are considered Highly Qualified Teachers (HQT). In April of 2008, there was an on-site Federal review of Title II part A. Three findings have been made from this review that must be met by the state to remain eligible to receive NCLB funding: 1) Special Education teachers, if teaching a core academic subject, must meet licensure requirements within the core academic areas they teach. 2) Teachers are required to have a major, or its equivalent, to meet the HQ requirements to teacher core academics; therefore teachers who have academic minors in a core academic subject in which they teach do not meet HQ. 3) OPI considers elementary teachers who hold a Class 5 Alternative License to meet the federal HQ requirements at the time of issuance. However, the US Dept of Ed states elementary teachers holding a Class 5 Alternate License must demonstrate subject matter competence prior to being considered to meet HQ requirements and prior to being counted in the annual data collections as meeting HQ requirements. One of the goals of NCLB is to have the December 2009 Consolidated State Performance Report 100% accurate in order to demonstrate to the USED that Montana has met the standards as set by the Federal Government. The council inquired about the status reports submitted by the school districts and what to do if a teacher does not qualify for HQT.

ITEM 3 ADMINISTRATIVE OFFICER'S REPORT – Mr. Pete Donovan

Mr. Donovan provided CSPAC with a summary of meetings he has attended since the October 2008 CSPAC meeting. The Class 3 portion of Chapter 57 was discussed; Chapter 57 will have its hearing on February 24, 2009. The language will most likely be modified. The House and Senate Joint Appropriation Sub-Committee met with BPE and the Board of Regents to talk about the work of the agencies. On the 14th of January, Mr. Meloy presented a PowerPoint before the Joint House and Senate Education Committee to speak more about the Board's work. Mr. Donovan also spoke about the meeting he and Mr. Meloy had with the Legislative Audit Division concerning dual enrollment and the upcoming audit to determine which schools, and how schools are participating. The Audit Division was redirected toward Mr. Michael Hall, the Instructional Technology Specialist at OPI, for more information. The proposed language approved at the October 2008 meeting was stricken from the CSPAC Bylaws due to incorrect information. The Council then approved language extending term limits for elected officials on the Council from two years to six.

Motion: Ms. Judie Woodhouse moved to approve the amended CSPAC Bylaws, striking the language from Article II. Purpose, extending the possible

term of an elective officer from two to six years Article V. Section A. Paragraph 2. This was seconded by Ms. Melodee Smith-Burreson. Motion was unanimously approved and will be presented to the Board for final approval.

Ms. Bloom expressed concern of the possibility of electing a first year Council member to an office, but the Council felt since they elect the officers, they will elect only those with the best qualifications and experience. It was suggested the term limits for a CSPAC member be extended to July of their final year to allow the newly elected member time with the outgoing one for mentoring. Mr. Donovan explained this could not be possible since the Council can only have seven acting members at one time.

**ITEM 4 WESTERN STATES CERTIFICATION CONFERENCE REPORT –
Dr. Douglas Reisig**

Dr. Reisig displayed his PowerPoint he presented a week prior at the Western States Certification Conference in Austin, TX. The PowerPoint concentrated on offering a fair and equal opportunity to students from all economic and ethnic backgrounds by altering the school system. In order to “re-tool and remain a high performing school district,” Dr. Reisig presented six fundamental concepts:

- Insist on uniform and shared leadership/shared vision.
- Hold high expectations for administrators and teachers.
- Teachers and administrators must understand the need to target assistance to low-performing students & start with reading and mathematics.
- Teachers and administrators must create a culture of data and assessment literacy.
- Teachers and administrators must work together to build and sustain institutional capacity.

Reading and mathematics are extremely important, understanding the basics in the first years of education are necessary for a student to excel through the rest of their educational career. Mr. Reisig ended by stating if we focus on these ideals, we can make a difference in a child’s life.

ITEM 5 EXECUTIVE SECRETARY’S REPORT – Mr. Steve Meloy

On January 10, 2009, Mr. Meloy, along with BPE members Ms. Patty Myers and Ms. Angela McLean, attended a Legislative sponsored education meeting entitled “Learning for Life: Pre-school through Continuing Ed”. Mr. Meloy also spoke about his appearance before the Joint House and Senate Education Committee on January 14, 2009 to speak about the Board of Public Education. He spoke about bills currently being presented before House and Senate committees that, if passed, would directly affect BPE. These included:

- SJ 8 - Urge development of K-20 education shared policy goals.

BPE has participated in the last three interim studies and have developed recommendations that have largely been rejected by the legislature, yet they would like another interim study. Regardless, BPE will participate and would like to see the recommendations approved and developed into bills, submitted by Sen. Hawks.

- SB 80 - Elect Board of Regents.

Will do away with governor appointments, submitted by Sen. McGee.

- SB 81 - Elect Board of Public Education.

Will do away with governor appointments, also submitted by Sen. McGee.

- SB 67 – Require identification of funding before school rules with fiscal can be impact implemented.

SB 67 places more power in the hands of the legislatures by requiring funds to be located prior to implementing rules, policies, or standards that would have fiscal impacts on public schools. The bill challenges the Supreme Court decision by Judge Sherlock that upheld the Board's rulemaking authority. This bill was submitted by Sen. Liable.

On January 29, 2009, Mr. Meloy will speak for the Board at the budget hearing. One of the main points he will make will be the legal costs to cover for appeals of educator licenses. There is currently one appeal to a license revocation that will be heard in the 1st Judicial District.

**ITEM 6 PROFESSIONAL PREPARATION AND CONTINUING EDUCATION
COMMITTEE REPORT – Dr. Mary Susan Fishbaugh and Ms. Tonia Bloom**

Dr. Fishbaugh spoke about the MSU-Billings Higher Education Consortium, which took place at the same time as the October, 2008 CSPAC meeting. At the Consortium, David Langford presented the *Quality Learning System*. This is a management theory that deals with classroom organization and encouraging students to be more involved in classroom development (the curriculum and structure) in order to build student ownership. Dr. Fishbaugh expressed interest in having CSPAC study his work further.

ITEM 8 LICENSURE AND ENDORSEMENT COMMITTEE REPORT – Ms. Sharon Applegate and Ms. Patty Muir

Ms. Keller, Dr. Peterson, and Mr. Donovan spoke to the Council about the Class 8 Dual Credit-Only Postsecondary Faculty License Application process. The courses being offered online will be determined by each school district depending on which courses they currently offer. Mr. Miller posed a question concerning the moral turpitude of a professor, and if some would be fit to teach high school students. Dr. Fishbaugh stated that at MSU Billings, if a professor does not uphold moral turpitude, they cannot even receive tenure and continue to work at the institution. Also, by requiring the Chief Academic Officer to sign off on the application, it is ensured only those considered valued colleagues at their respective college or university will apply. Further, if a professor does commit immoral conduct, their Class 8 license will be revoked and they will be reported to the NASDTEC Clearinghouse. Fingerprinting the professors (as all educators are required to provide fingerprints) will also help track any possible repeat offenders.

ITEM 9 OPI UPDATE – Dr. Linda Vrooman Peterson, OPI

Dr. Peterson spoke about the recent transition to Ms. Denise Juneau, the current Superintendent of Public Instruction for the state. Mr. Dennis Parman was chosen as Deputy Superintendent and will take office in July. Until then, Mr. Bob Runkle will be the acting Deputy Superintendent. Next she spoke about the implications of HQT requirements, the three major areas of concern are: 1) special education teachers who do not have an academic major in the area they are teaching at the high school level; 2) secondary teachers with a minor who are teaching in that minor area at the high school level; 3) and Class 5 alternative license teachers who are teaching at the elementary level, these teachers will need to take a elementary content test to prove their proficiency in the content area before they enter the classroom. Ms. Keller added that with the re-write of Chapter 57, when someone meets "deficiency" (hasn't completed a teacher prep program), they will now need to submit a plan of study.

2:00 P.M. Dr. Mary Susan Fishbaugh Departed

ITEM 7 MONTANA COMMISSION ON TEACHING COMMITTEE – Ms. Melodee Smith-Burreson and Ms. Judie Woodhouse

Ms. Burreson and Ms. Woodhouse passed out a survey they would like to distribute to schools that have participated in the Montana Mentoring Institute sponsored by OPI to gather information on how schools are implementing teacher mentoring programs. Ms. Sandve offered to work with the committee to distribute the surveys and requested that she add a few questions of her own to help with a grant she is working on attaining. An issue that has arisen recently with mentors is that many are leaving their schools to take on higher positions. However, there is a possibility of adding teacher mentoring programs to the Chapter 55 General Accreditation Standards Foundation Standards. This section would state that schools shall work towards a mentor program of their own and may help with mentor placement and retention. Ms. Sandve also spoke about how instead of the Mentor Institute, a mentor training program will be offered this summer in Helena to train the trainers during the last week of July. Mr. Donovan then presented the draft language to add teacher mentoring as an Area of Permissive Special Competency.

Motion: Ms. Judie Woodhouse moved to push forward the draft language for teacher mentoring 10.57.527(7) to be added as an Area of Permissive Special Competency. This was seconded by Ms. Melodee Smith-Burreson. Motion was unanimously approved and will be presented to the Board for final approval. Dr. Mary Susan Fishbaugh was absent for the vote.

ITEM 10 Future Agenda Items

The future agenda items, including planning for the joint Board of Public Education meeting, were reviewed.

ITEM 11 Public Comment

There was no public comment.

Dr. Douglas Reisig adjourned the meeting at 2:23 P.M.

Please contact the CSPAC office to request copies of the Highlights from previous CSPAC meetings:

CSPAC, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601.

Will, Carol

From: Donovan, Pete
Sent: Wednesday, January 14, 2009 9:12 AM
To: 'valoc@mac.com'
Cc: Meloy, Steve; Will, Carol
Subject: RE: distant learning task force

Dear Val:

Steve Meloy has asked me to provide you with an update on recent developments with regard to distance learning policy for K-12 students in Montana.

The Board of Public Education adopted two new rules in 2008 that are designed to enhance distance learning opportunity for K-12 students. First, the Board adopted 10.55.907 Administrative Rules of Montana, which reads, in part, "teachers of distance learning, online, and technology delivered learning programs shall be licensed and endorsed in Montana or elsewhere in the area of instruction taught with such license granted as a result of the completion of an accredited professional educator preparation program..." The inclusion of the words "or elsewhere" creates greater opportunities for school districts to utilize teachers from other states, as well as those from Montana, who have completed accredited teacher preparation programs to deliver courses to K-12 students in Montana.

Second, the Board of Public Education adopted 10.57.437 to create a new Class 8 license for Dual Credit-Only Postsecondary Faculty. This new license creates greater opportunities for students to earn high school and college credit simultaneously via distance learning. The higher education faculty who teach these dual credit courses will now be required to be licensed as Class 8 teachers. The goal of this new license is to enhance opportunities for students to earn dual credit (high school and college) while enrolled in the K-12 system.

Both of these new rules will provide greater flexibility to school districts in providing a variety of coursework via distance learning to our students in Montana. Please give me a call at your convenience if you would like to further discuss this information on distance learning.

Sincerely,

Pete Donovan
444-6576

-----Original Message-----

From: Val OConnell [mailto:valoc@mac.com]
Sent: Tuesday, January 13, 2009 5:22 PM
To: smeloy@montana.edu
Subject: distant learning task force

Date: January 13, 2009

Dear Board of Public Education,

It has been another year with little being implemented on the ground as far as distance learning in Montana. Our Superintendent of Schools in Park County agrees that distant learning in Montana is

lagging behind the rest of the country. Even with less kids and funding to work with, we believe there are tangible possibilities for Montana to have internet based (on-line) classrooms in all subjects.

Please advise as to the progress of this topic and if you would welcome any suggestions.

Sincerely,

Val O'Connell
PO Box 77 Emigrant, Mt
valoc@mac.com

FOR IMMEDIATE RELEASE

January 23, 2009

CONTACT: Douglas Levin
703-684-4000 x1109

**Sharon Carroll Chosen to Serve on National Task Force
to Issue Recommendations on Assessment Systems for the 21st Century Learner**

Alexandria, VA – The National Association of State Boards of Education (NASBE) is pleased to announce that **Sharon Carroll, a member of the Montana State Board of Public Education**, has been chosen to serve on a year-long NASBE study group to make policy recommendations on comprehensive student assessment systems for the 21st century learner.

“The NASBE membership has identified student assessment as one of the most challenging responsibilities they face,” said Brenda Welburn, NASBE Executive Director. “The changing environment and demands of school reform in the 21st century require reexamination of the roles for state student assessment systems in promoting student achievement. State Boards are reevaluating their decision points with a focus on equity and access and on the opportunities offered by the expansion of data systems under development at the state level.”

As part of the 20-member national study group, Carroll will meet with other state policymakers, student assessment experts, and education reform leaders over the course of the year to examine assessment issues with direct policy implications for State Boards of Education and other national, state, and local education policymakers.

Specifically, the NASBE study group will examine how assessment can promote standards for 21st century learning and measure students’ progress in meeting those standards; the multiple purposes for testing and the implications for standards-based reform; how assessment systems can leverage ongoing improvements in teaching and learning; technology applications in assessments; professional preparation and training needed to use assessments to support high-quality teaching; and, school-wide data tracking and decision making to ensure quality teaching and student learning.

The study group will issue a comprehensive report in October 2009 at the NASBE Annual Conference in Cincinnati, OH. Policy recommendations also will be distributed to all governors, state superintendents, other state and local education policymakers, national education groups, Congress, and federal officials.

NASBE, www.nasbe.org, represents America’s state and territorial boards of education. Our principal objectives are to strengthen state leadership in education policymaking; advocate equality of access to educational opportunity; promote excellence in the education of all students; and assure responsible lay governance of education.

Highlights of the January 14, 2009 Sign Language Interpreters Standards Workgroup Meeting

The Certification Standards and Practices Advisory Council, along with the Office of Public Instruction, called together the Sign Language Interpreters' Working Group Meeting on January 14, 2009 at the OPI Certification Building Conference Room, 1201 11th Avenue in Helena, MT. Meeting attendees included: Douglas Reisig, Superintendent of Hellgate Public Schools and CSPAC Chairman; Bonnie Christensen, Vice President, Montana Registry of Interpreters for the Deaf; Char Harasymczuk, President, Montana Association for the Deaf; Steve Gettel, Superintendent, Montana School for the Deaf and Blind; Vern Beffert, Director, Park County Cooperative; Pete Donovan, Administrative Officer to CSPAC; Tim Harris, Director of Special Education for OPI; Mary Morrison, Associate Director, PEPNet-West U of M; Missy Grinnell and Vicky Gregori, interpreters from MRID; and Anneliese Warhank, CSPAC Administrative Assistant.

Overview of Emailed Material

Ms. Marilyn Pearson was unable to attend the meeting due to some last minute change of plans. Prior to the meeting, she emailed the draft rules with some suggested changes for the group to review. The group discussed the proposed language changes throughout the meeting.

Review of Proposed Language – Dr. Douglas Reisig

The title was reworded to say: ASSIGNMENT OF PERSONS PROVIDING SIGN LANGUAGE INTERPRETING TO FOR STUDENTS WHO ARE DEAF AND/OR HARD OF HEARING STUDENTS.

1. Some semantic edits were made, as well as some rewording including the deletion of "and" from "and/or", replacing "individual" with "employee", and deleting the word "competency". The phrase "passing of the written assessment" was replaced with "passed the written portion of the Educational Interpreter Performance Assessment". The group also discussed the possibility of offering Educational Interpreting Certificate Program (EICP) training to help individuals continue their education as interpreters. There is a possibility this would be funded by Federal dollars as the Special Education Division at OPI just received a large grant.
2. No changes were made to #2.
3. The section was completely re-written to say: "An employee who has not met the qualifications in (1), but who has demonstrated a competency level of 2.5 or higher on the Educational Interpreter Performance Assessment (EIPA) and passed the written portion of the Educational Interpreter Performance Assessment, may be assigned to provide educational sign language interpreting services. Such individuals shall have three years, from date of initial assignment, or the effective date of this rule, to demonstrate competency as described in (1)."

A good analogy was presented to give reasons why substitute interpreters would be required to follow the standards whereas a substitute dealing with an autistic child has no standards to follow. Ms. Morrison said the interpreter acts as a ramp providing the information to a deaf or hard of hearing child whereas an autistic child can still hear the educator's instructions. Also, the written portion of the EIPA familiarizes the interpreter

with the culture of a deaf or hard of hearing student, this helps aid them with the interaction with the child.

4. The original #4 was completely stricken since it was already stated in #1.
4. (Old #5) No Changes were made to #5 except the deletion of "and" from "and/or".
5. (Old # 6) Once again, "Individuals" was replaced with "Employees", "satisfied" was replaced with "met the", "who" was added before "seek" and the phrase: "with the hard of hearing and/or deaf students" was deleted, and the phrase "as educational sign language interpreters" was added. To clarify, "of professional development and/or renewal units per calendar year" was added after "the completion of twelve (12) hours".

The completion of the 12 hours will not only be documented, but will be checked when the interpreter renews their license. At this point, Mr. Donovan spoke about BPE's responsibility to report potential fiscal impacts of schools from new policies to the Legislature. The group recognized the fact that it is difficult to predict the cost to the districts, it really depends on how many people are already in the field, and how high people will score initially on the EIPA.

6. (Old #7) "Public" was added to distinguish the Board of Public Education from the Board of Education.
8. This was struck altogether since it was stated in #1.

Discussion of Next Steps

Interpreting resources will be added to the OPI webpage as its own designated section. Mr. Donovan said he will speak with Dale Kimmet and Bev Marlow of the legal staff at OPI to place the draft into Administrative Rules of Montana language. The group expressed interest to be kept informed on when the draft rules will be presented before the Board for approval. The possibility of having someone from MRID help present was also discussed.

Set Date for Next Meeting

The next meeting date has been set for Thursday, April 9th, from 10 a.m. to 3 p.m. at the OPI Licensure Office, 1201 11th Ave.

Note The following standards are draft rules.

**ASSIGNMENT OF PERSONS PROVIDING SIGN LANGUAGE INTERPRETING
FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING:**

1. Effective July 1, 2011, and notwithstanding (3), no licensed and/or classified employee of any school district, cooperative, or contracted service provider shall be regularly assigned to provide educational sign language interpreting for a student(s) unless the employee has demonstrated skills and knowledge, at a 3.5 level or higher, on the Educational Interpreter Performance Assessment (EIPA) and passed the written portion of the Educational Interpreter Performance Assessment.
2. Substitute employees of any school district, cooperative, and/or contracted service provider temporarily assigned to provide educational sign language interpreting for a student(s) for a period longer than 35 consecutive teaching days shall meet the standard in (1).
3. An employee who has not met the qualifications in (1), but who has demonstrated a competency level of 2.5 or higher on the Educational Interpreter Performance Assessment (EIPA) and passed the written portion of the Educational Interpreter Performance Assessment, may be assigned to provide educational sign language interpreting services. Such individuals shall have three years, from date of initial assignment, or the effective date of this rule, to demonstrate competency as described in (1).
4. The employing agency (school district, cooperative, or contracting service provider) is responsible for providing appropriate assignment of personnel (directly) and/or use of appropriate technologies.
5. Employees who have met the requirements in (1) and who seek to remain eligible to work as educational sign language interpreters are responsible for documenting a completion of twelve (12) hours of professional development and/or renewal units per calendar year related to the improvement of educational interpreting, performance, and knowledge skills. Such individuals will provide documentation of completion to their employing school district, cooperative, and/or contracting agency.
6. For purposes of Section (5) approved providers of continuing educational opportunities shall include any entity approved by the Montana Office of Public Instruction and/or the Montana Board of Public Education.

Pete Donovan Meetings Attended

01/16/09 to 03/10/09

1. Class 8 Conference Call	01/16/09
2. Education Forum	01/20/09
3. Conference Call, Angela McLean, Linda Peterson RE: Indian Education for All in Teacher Prep. Programs	01/03/09
4. OPI Conference Call on Highly Qualified Teachers	01/23/09
5. Education Forum	01/27/09
6. Southwest Montana Career and Economic Development Summit, Anaconda High School	01/28/09
7. Montana Learning First Alliance	01/29/09
8. Office of the Commissioner of Higher Ed., Open House	01/30/09
9. Council of Deans	02/02/09
10. Montana University System Course Transferability Meeting	02/03/09
11. Education Forum	02/03/09
12. Montana Math and Science Initiative Meeting	02/03/09
13. Senate Bill 67 Hearing	02/06/09
14. Education Forum	02/10/09
15. OPI Meeting on BPE Process for Alternatives to Accreditation Standards	02/20/09
16. Supt. Juneau, State of Education Address	02/20/09
17. OPI Meeting to Plan for Chapter 57 Hearing	02/20/09
18. MEA-MFT Legislative Reception	02/20/09
19. OPI Meeting to Plan for Class 8 Review Panel	02/23/09
20. OPI Meeting on Final Edits to Chapter 57	02/23/09
21. Public Hearing on Chapter 57	02/24/09
22. Education Forum	02/24/09
23. Montana Learning First Alliance	02/25/09
24. BPE Conference Call on Chapter 57	02/27/09
25. Paraprofessional Consortium	03/02/09
26. Education Forum	03/03/09
27. Preparation for Class 8 Review Panel Meeting	03/05/09
28. Education Forum	03/10/09
29. Class 8 Review Panel Meeting	03/10/09

An Evaluation of Teachers Trained Through Different Routes to Certification

Final Report

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An Evaluation of Teachers Trained Through Different Routes to Certification

Final Report

February 2009

Jill Constantine
Daniel Player
Tim Silva
Kristin Hallgren
Mary Grider
John Deke
Mathematica Policy Research, Inc.

Elizabeth Warner
Project Officer
Institute of Education Sciences

U.S. Department of Education

Arne Duncan

*Secretary***Institute of Education Sciences**

Sue Betka

*Acting Director***National Center for Education Evaluation and Regional Assistance**

Phoebe Cottingham

*Commissioner***February 2009**

The report was prepared for the Institute of Education Sciences under Contract No. ED-01-CO-0039/0009. The project officer is Elizabeth Warner in the National Center for Education Evaluation and Regional Assistance.

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DISCLOSURE OF POTENTIAL CONFLICTS OF INTEREST¹

The research team for this evaluation consists of a prime contractor, Mathematica Policy Research, Inc., of Princeton, New Jersey, and three subcontractors: Decision Information Resources (DIR), of Houston, Texas; Chesapeake Research Associates (CRA), of Annapolis, Maryland; and Vermont Institutes, of Montpelier, Vermont. None of these organizations or their key staff members have financial interests that could be affected by findings from the evaluation. No one on the Technical Working Group, convened by the research team to provide advice and guidance, has financial interests that could be affected by findings from the evaluation.

¹ Contractors carrying out research and evaluation projects for IES frequently need to obtain expert advice and technical assistance from individuals and entities whose other professional work may not be entirely independent of or separable from the tasks they are carrying out for the IES contractor. Contractors endeavor not to put such individuals or entities in positions in which they could bias the analysis and reporting of results, and their potential conflicts of interest are disclosed.

EXECUTIVE SUMMARY

Every year, thousands of new teachers pass through hundreds of different teacher preparation programs and are hired to teach in the nation's schools. Most new teachers come from traditional route to certification (TC) programs, in which they complete all their certification requirements before beginning to teach. In recent years, however, as many as a third of new hires have come from alternative route to certification (AC) programs, in which they begin teaching before completing all their certification requirements (Feistritzer and Chester 2002). AC programs have grown in number and size in recent years in response to a variety of factors, including teacher shortages and the No Child Left Behind (NCLB) Act, which requires that every core class be staffed with a teacher who has obtained full certification or, in the case of alternative routes to certification, is enrolled and making adequate progress toward certification through an approved program.

Despite the expansion of these new routes into teaching, there exists little research to provide guidance as to the effectiveness of different teacher training strategies. The increased variation in teacher preparation approaches created by the existence of various AC and TC programs offers an opportunity to examine the effect of different components of training on teacher performance. For example, some AC programs require less education coursework than TC programs. We can exploit this type of variation to examine whether the form of training is associated with differences in teacher performance.

The potential advantages and disadvantages of the various routes to certification have been debated, and the amount of coursework required by AC and TC programs is critical to issues of certification and teacher effectiveness. Some critics contend that the coursework required by TC (and some AC) programs is excessive and unnecessarily burdensome (Finn 2003; Hess 2001; U.S. Department of Education 2002), providing little benefit while discouraging talented people from entering the teaching profession (Ballou and Podgursky 1997). AC programs have been viewed as a way to eliminate these barriers. However, supporters of TC programs argue that easing requirements degrades quality because AC teachers are insufficiently prepared for the classroom and less effective than TC teachers (Darling-Hammond 1992). Even in cases where the coursework is similar, TC programs require that people complete their requirements prior to becoming a teacher of record, while AC programs allow them to begin teaching first. None of these claims, however, have been rigorously studied in the context of the programs that are most prevalent.

In light of these unresolved issues and the continuing need for highly qualified teachers, NCLB provides support "to ensure that teachers have the necessary subject matter knowledge and teaching skills in the academic subjects that the teachers teach." Specifically,

Title II of NCLB allows funds to be used for “carrying out programs that establish, expand, or improve alternative routes for state certification of teachers,” as well as for “reforming teacher certification (including recertification) or licensing requirements.” This study is intended to inform this effort by rigorously examining the effect of AC teachers on student achievement and classroom practices compared to the effect of TC teachers in their same school and grades. The study also provides suggestive evidence about what training and pretraining characteristics may be related to teacher performance.

Research on the effectiveness of AC teachers is not conclusive. A handful of studies have examined the effects on student achievement of specific AC programs, including Teach For America (TFA) and the New York City Teaching Fellows (NYCTF) program, and have reached mixed conclusions (Decker et al. 2004; Kane et al. 2006; Laczko-Kerr and Berliner 2002; Raymond et al. 2001). The more rigorous studies generally showed that students of AC teachers scored the same or higher than students of TC teachers, or that they scored slightly lower during their teacher’s first year of teaching, but scored the same by the teacher’s second year (Decker et al. 2004; Boyd et al. 2005; Kane et al. 2006). When effects have been found, they have typically been described by the authors as small. Some research—case studies or small-scale, nonexperimental observation and survey-based studies—has examined AC and TC teachers’ classroom practices, and also had mixed findings (Lutz and Hutton 1989; Jelmberg 1996; Miller et al. 1998). Finally, because of their limited scope, many of these studies appear to have limited relevance to the broad range of AC programs operating across the country. The TFA and NYCTF programs, for example, recruit graduates from top colleges and are quite selective in admission, whereas the entry requirements of the majority of AC programs are less stringent (Walsh and Jacobs 2007; Mayer et al. 2003). Lacking conclusive evidence, principals may be uncertain of the implications of hiring an AC teacher, and policymakers may wonder about the implications of various characteristics of teacher certification programs.

RESEARCH QUESTIONS AND STUDY DESIGN

This study addresses two questions related to teacher preparation and certification routes:

1. What are the relative effects on student achievement of teachers who chose to be trained through different routes to certification? How do observed teacher practices vary by chosen route to certification?
2. What aspects of certification programs (such as the amount of coursework, the timing of coursework relative to being the lead teacher in the classroom, the core coursework content) are associated with teacher effectiveness?²

The answer to the first question is most relevant to principals faced with a choice between hiring an AC or a TC teacher. The answer to the second is of interest to

² Throughout the report, we use the terms “teacher effects” and “teacher effectiveness” to denote the effect of teachers on student achievement or classroom practices.

policymakers and designers and administrators of teacher training programs in their efforts to identify the training characteristics and certification requirements that are related most positively to student achievement.

A brief description of the study design is presented below, followed by a summary of the main study findings. More details on the selection of teacher preparation programs models, study sample, random assignment and analytical strategy, and data collection follow.

Study Design

Participants: Schools that had recently hired alternatively certified (AC) teachers were recruited to participate in the study. If the AC teacher was teaching the same grade level as a relative novice traditionally certified (TC) teacher, the school was eligible to participate in the evaluation. The evaluation included 2,600 students in 63 schools in 20 districts.

Research Design: In the study schools, every grade that contained at least one eligible AC and one eligible TC teacher was included. Students in these study grades were randomly assigned to be in the class of an AC or a TC teacher. The random assignment ensured that, within each teacher pair, the students in each classroom were similar on average. The pairing of an AC teacher to a TC teacher in each school and grade level constituted a separate mini-experiment. Students were tested at the beginning of the school year as a baseline measure and at the end of the year as an outcome. Classroom instruction was observed at one point during the year as an outcome.

Analysis: In each school grade, the outcomes of students who were randomly assigned to an AC classroom were compared to the outcomes of students who were assigned to a TC classroom, generating an impact estimate for each teacher pair, referred to as a mini-experiment. The overall impact was calculated by taking the average of the impacts from all mini-experiments. The mini-experiments were also divided into two approximately equal-sized subgroups based on the amount of coursework that was required (low or high) by the AC teacher's program, and the impacts were averaged separately for each group. Low-coursework AC teachers were defined as teachers whose program required 274 or fewer hours of coursework, while high-coursework AC teachers were defined as teachers whose program required 308 hours or more of coursework.

The main findings of the study are:

- ***Both the AC and the TC programs with teachers in the study were diverse in the total instruction they required for their candidates.*** The total hours required by AC programs ranged from 75 to 795, and by TC programs, from 240 to 1,380. Thus not all AC programs require fewer hours of coursework than all TC programs. The degree of overlap in coursework requirements between AC and TC programs in the study was dictated by variations in state policies on teacher certification programs. For example, in New Jersey all AC teachers were required to complete fewer hours of coursework than all TC

teachers, while in California, the range of coursework hours required was similar for AC and TC teachers.

- ***While teachers trained in TC programs receive all their instruction (and participate in student teaching) prior to becoming regular full-time teachers, AC teachers do not necessarily begin teaching without having received any formal instruction.*** Overall, low-coursework AC teachers in the study were required to take an average of 115 hours of instruction—64 percent of the total amount of instruction they would receive—before starting to teach, and high-coursework AC teachers in the study were required to take an average of 150 hours—about 35 percent of the total amount they would receive—before starting to teach. Nine AC teachers in the study, seven of them from New Jersey, were not required to complete any coursework before becoming regular full-time teachers.
- ***There were no statistically significant differences between the AC and TC teachers in this study in their average scores on college entrance exams, the selectivity of the college that awarded their bachelor's degree, or their level of educational attainment.*** Both low- and high-coursework AC teachers were more likely than their TC counterparts to identify themselves as black (40.5 percent versus 17.5 percent and 32.4 percent versus 7.5 percent) and less likely to identify themselves as white (50 percent versus 75.5 percent and 40.5 percent versus 70 percent). In addition, the low-coursework AC teachers were more likely than their TC counterparts to report having children (70.2 percent versus 28.3 percent).
- ***There was no statistically significant difference in performance between students of AC teachers and those of TC teachers.*** Average differences in reading and math achievement were not statistically significant. Furthermore, students of AC teachers scored higher than students of their TC counterparts in nearly as many cases as they scored lower (49 percent in reading and 44 percent in math). The effects of AC teachers varied across experiments, and nonexperimental correlational analysis of teachers' pretraining and training experiences explained 5 percent of the variation in math and 2 percent in reading. Therefore, the route to certification selected by a prospective teacher is unlikely to provide information, on average, about the expected quality of that teacher in terms of student achievement.
- ***There is no evidence from this study that greater levels of teacher training coursework were associated with the effectiveness of AC teachers in the classroom.*** The experimental results provided no evidence that students of low-coursework AC teachers scored statistically differently from students of their TC counterparts, nor did students of high-coursework AC teachers compared to those of their TC counterparts. Correlational analysis similarly failed to show that the amount of coursework was associated with student

achievement. Therefore, there is no evidence that AC programs with greater coursework requirements produce more effective teachers.

- *There is no evidence that the content of coursework is correlated with teacher effectiveness.* After controlling for other observable characteristics that may be correlated with a teacher's effectiveness, there was no statistically significant relationship between student test scores and the content of the teacher's training, including the number of required hours of math pedagogy, reading/language arts pedagogy, or fieldwork. Similarly, there was no evidence of a statistically positive relationship between majoring in education and student achievement.

Selection of Teacher Preparation Program Models

To provide information about effective methods of preparing and certifying teachers, the study design called for selecting a sample of teacher preparation models that were different from one another in structure and amount of coursework. Because the sampled programs were characteristic of the types of programs that train most of the nation's teachers, the study provides comparative information on teacher effectiveness for those able to hire from both routes. To shed light on whether the timing of training is related to the effect of teachers on student achievement and classroom practices, we focused on programs that place teachers in classrooms in one of two ways: (1) after the teachers have completed all their training (TC programs), and (2) before they have completed it (AC programs). In terms of coursework, we did not limit our focus within the pool of AC or TC programs, but for the analyses we distinguished the AC programs with relatively low coursework requirements from those with relatively high ones, which helped us assess whether increasing the volume of coursework is related to teacher effectiveness. Finally, all the AC programs in the study had to have less selective entrance requirements.³ We focused on such AC programs for two reasons. First, most TC programs do not have highly selective entrance requirements (Hess 2001), nor do most AC programs (Walsh and Jacobs 2007; Mayer et al. 2003). Hence, less selective programs, whether AC or TC, are more policy relevant, since these are the programs that produce most teachers working today.

Second, AC programs with less selective entrance requirements are similar to the likely entrance requirements of the education programs attended by TC teachers in the study. To examine the relationship between preservice teacher training characteristics and teacher performance, it is important to disentangle the effects of the teacher training program on student achievement and classroom practices from the effects of pretraining teacher characteristics. Limiting the AC programs to the ones with entrance requirements similar to those of most TC programs helps to decrease at least some of the potential differences between teachers who attend AC or TC programs. For example, if the study included AC teachers entering through the TFA program or other highly selective teaching programs

³ We defined "less selective" programs as those that did not require applicants to have a grade point average (GPA) in excess of 3.0.

who, on average, attended more selective undergraduate institutions and have higher SAT or ACT scores than teachers who attended less selective AC programs or TC programs, then it would be more difficult to determine whether relative differences in the classroom are due to the programs attended or to teachers' pretraining.

The Study Sample

The study sample was constructed, and the study was conducted, over two years. We began in late 2003 by identifying as many potentially eligible AC programs as possible. Among those states not known to have selective admissions criteria for their AC programs (12 total)⁴ we compiled a list of 165 programs, from which we drew a random sample of 63, stratified to ensure diversity in terms of geography (state) and types of programs within states. For the 2004–2005 school year, we recruited schools that had hired teachers from a purposive subsample of the 63 sampled programs.⁵ For the 2005–2006 school year, we sought more teachers from the same programs and also directly approached new districts in some of the same states that hired large numbers of AC teachers (for example, because they operated their own program). Schools could be included in the study only if they had at least one eligible AC and one eligible TC teacher in the same grade, in kindergarten through grade 5. To be eligible, teachers (1) had to be relative novices (three or fewer years of teaching experience prior to 2004–2005, five or fewer years prior to 2005–2006); (2) had to teach in regular classrooms (for example, not in special education classrooms); and (3) had to deliver both reading and math instruction to all their own students. The final study sample included 87 AC teachers and 87 TC teachers (some of whom participated in the study both years) from 63 schools in 20 districts and 7 states, as shown in Exhibit 1. Fourteen of the 20 districts were in urban areas, and 4 were on the fringe of one. Although we identified and sampled from a large number of less selective AC programs operating in 2003–2004, the programs and teachers that were included in the study sample were not necessarily representative of all AC programs operating at the time.

Random Assignment and Analytical Strategy

Within each school, students in the same grade were randomly assigned to either an AC teacher or a TC teacher. Each instance in which we conducted random assignment constituted a “mini-experiment”—achievement of students in a classroom taught by an AC teacher was compared to achievement of students in a classroom taught by a TC teacher. Because students in the classrooms were randomly assigned within the same school, the characteristics and motivations of students for each teacher pair⁶ did not systematically

⁴ We identified the 12 states based on available documentation, including various websites and Feistritz and Chester (2002), and discussions with state education officials.

⁵ We identified the subsample of programs through screening to ensure that the programs had at least one year of operational experience, would be in operation in the coming year, and had at least 12 graduates or enrollees teaching within a district.

⁶ Each mini-experiment is a teacher pair, with a few exceptions: four mini-experiments involved three teachers, and two involved four teachers.

Exhibit 1. States, Districts, Schools, and Teachers in Study

State	Districts	Schools	AC Teachers	TC Teachers
California	5	15	20	18
Illinois, Wisconsin, Georgia, Louisiana	7	12	15	16
New Jersey	3	9	9	9
Texas	5	27	43	44
Total	20	63	87	87

differ, and the contextual situation was the same. This was done to minimize preexisting differences in students and schools that might influence teacher practices and student test scores. Thus the difference in student test scores can be attributed to the type of teacher and not student, classroom, or school characteristics. T-tests confirmed that there were no statistically significant differences in demographic characteristics, including gender, race/ethnicity, and eligibility for free or reduced-price lunch, or baseline achievement levels between students assigned to AC or TC teachers. In addition, the integrity of random assignment was well maintained: fewer than 3 percent of students originally assigned to one type of classroom switched over to the other type.

An important distinction of this design is that because certification routes are not randomly assigned to teacher trainees, the estimates of the effects on student achievement and classroom practices of teachers who were trained through different routes to certification pertain to those who *chose* to participate in these programs. Because of likely differences in the types of people who attend various certification programs, the results cannot be used to rigorously address how a graduate of one type of program would fare if he or she had attended another type. The study design and the collection of extensive data on teacher characteristics and experiences facilitate answering the second research question, concerning how student achievement and teacher practices are associated with teachers' training experiences toward initial certification. These findings are suggestive, however, because teachers were not randomly assigned to training programs or to their personal characteristics.

To estimate the effects of teachers who chose to be trained through different routes on student achievement and the classroom practices experienced by students, we compared teachers from AC programs with teachers in the same schools and grades who completed a TC program. We also estimated two subgroups—AC programs with low and high amounts of required coursework—to investigate separately the comparison of (1) AC teachers from low-coursework programs relative to their TC counterparts, and (2) AC teachers from high-coursework programs relative to their TC counterparts.⁷ The comparison between AC and

⁷ We determined which programs had low or high coursework requirements after interviewing their program directors, and the precise definitions are explained in Chapter III.

TC teachers overall provided an experimental estimate of the average difference in student achievement of teachers from the two routes, a comparison useful to principals and school administrators because it provides an indication of how students might perform when instructed by an AC teacher compared to a TC teacher. The subgroup estimates are of interest independent of the overall estimate, since there is variation in the amount of coursework required by state or district certification policy. The subgroup analyses allow us to determine, within an experimental framework, the effects on student achievement and classroom practices experienced by students of teachers who attended programs with a relatively large difference in required coursework as demonstrated by the comparison between teachers from low-coursework AC programs and their TC counterparts. We can also examine the effects on students of teachers who attended programs with relatively little difference in required coursework as demonstrated by the comparison between teachers from high-coursework AC programs and their TC counterparts.⁸

Data Collection and Measurement

Data for the study were collected from a variety of sources.

Student Achievement. We obtained information on students' reading and math achievement by administering the California Achievement Test, 5th Edition (CAT-5), published by CTB Macmillan/McGraw-Hill. See Appendix A for additional details.

Teacher Practices. We collected information on teachers' classroom practices in two ways. First, we directly observed and rated the quality of their instruction in literacy and math using the Vermont Classroom Observation Tool (VCOT), a proprietary instrument for classroom observations developed by the Vermont Institutes which covers three domains—lesson implementation, lesson content, and classroom culture. Second, we had principals rate the quality of the study teachers' reading/language arts instruction, math instruction, and classroom management relative to those of other teachers in the school. See Appendix A for additional details.

Teacher Characteristics. The main data source was a survey, administered in the spring, that collected information on teachers' professional backgrounds, the support they received during their first year as a full-time teacher, and their personal background characteristics. We also obtained their college entrance examination (SAT and ACT) scores.

Teachers' Certification Program Experiences. We interviewed program directors to collect detailed information on several major aspects of the training programs that study teachers attended, including the admission requirements, the amount of instruction required (overall and in five areas of particular interest designated by the study: classroom management, reading/language arts pedagogy, math pedagogy, student assessment, and child

⁸ Low-coursework AC teachers were required to complete, on average, 179 hours of instruction, while their TC counterparts were required to complete an average of 671. High-coursework AC teachers were required to complete, on average, 432 hours of instruction, while their TC counterparts were required to complete 607.

development), the timing of instruction, the amount of required fieldwork, the length and features of student teaching assignments for TC teachers, and the provision of mentoring to AC teachers during their first year of teaching. The designation of AC teachers as either low-coursework or high-coursework, as well as measures of coursework in different subjects, reflects the requirements of the programs they attended and the amount of coursework required for certification, not the amount actually completed at the time of the study.

DESCRIPTIVE FINDINGS ON TEACHERS AND PROGRAMS

AC Teachers' Program Experiences

The AC teachers were required to take varying amounts of instruction in their programs, ranging from 75 to 795 hours. For analytical purposes, we divided AC teachers into two groups: the 47 who were required to complete 274 hours of instruction or less formed the low-coursework group, and the 40 who were required to complete 308 hours or more formed the high-coursework group. The low-coursework AC teachers' programs required an average of 179 hours of instruction (with a standard deviation [SD] of 54), while the high-coursework teachers' programs required, on average, 432 hours (SD of 112). Assuming that a typical college course involves about 45 hours of instruction (3 hours per week for 15 weeks), these means represent the equivalent of 4.0 and 9.6 courses, respectively.

Low- and high-coursework AC teachers also differed in the amount of coursework they were required to complete before, during, and after their first year of full-time classroom teaching, as shown in Exhibit 2.⁹ For example, high-coursework AC teachers had to complete, on average, 150 hours of instruction during their first year of teaching, which translates to about 17 hours a month, compared with 63 hours, on average, among low-coursework AC teachers, which translates to about 7 hours a month.

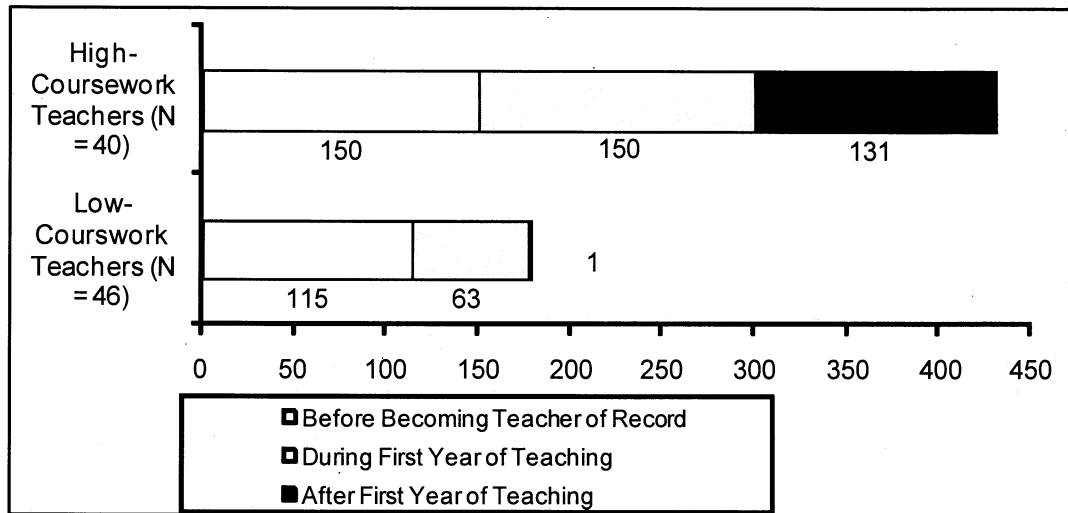
TC Teachers' Program Experiences

TC teachers, like their AC counterparts, received varying amounts of instruction, ranging from 240 to 1,380 hours. On average, they completed a total of 642 hours of instruction (SD of 225), equivalent to 14.3 typical college courses. This mean was more than double that of the AC teachers.

Comparisons of Instruction Required for AC and TC Teachers

We present data on four different groups of teachers: (1) teachers who chose low-coursework AC programs, (2) their TC counterparts, (3) teachers who chose high-coursework AC programs, and (4) their TC counterparts. In discussing the average amount

⁹ One low-coursework AC teacher did not enroll in her program during the study year; therefore, we do not include required coursework hours for this teacher in Exhibit 2.

Exhibit 2. Average Hours of Instruction Relative to First Year of Teaching, AC Teachers

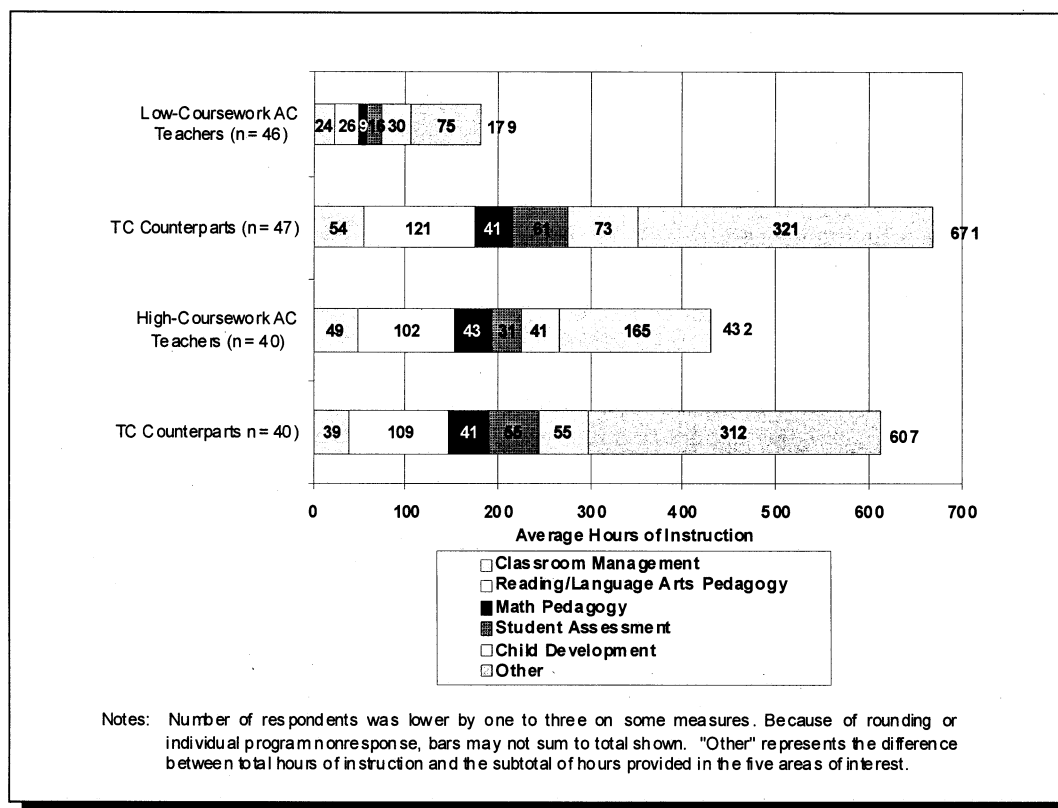
Source: Program director interviews.

Note: Because of rounding, bars do not sum to the averages reported earlier, 432 and 177.

of instruction that original study teachers were required to complete as part of their training programs, we examine differences between (1) the low- and high-coursework AC teachers, to explore the extent of differences in their programs' coursework requirements for certification; (2) the two groups of TC teacher counterparts to the low- and high-coursework AC teachers, to explore whether they provide a common benchmark for our experimental analyses¹⁰; and (3) each AC group and its counterpart TC group, to explore differences in coursework requirements that might be related to the results of the experimental and nonexperimental analyses presented below.

Coursework hours data collected for the study focused on five topics: reading/language arts pedagogy, math pedagogy, classroom management, student assessment, and child development. We hypothesized that coursework hours in these specific topic areas would be most related to student achievement. However, because hours of instruction in topics other than these five accounted for 38 to 51 percent of the average total hours of required instruction for each group of teachers, we also discuss required hours of such instruction.

¹⁰ If the two groups of TC teachers faced similar instructional requirements in their training programs, then both groups of AC teachers would face similar counterfactuals, and the key analyses (low-coursework AC teachers versus their TC counterparts, and high-coursework AC teachers versus their TC counterparts) would be comparable.

Exhibit 3. Average Hours of Instruction by Content Area, AC and TC Teachers

Low- and High-Coursework AC Teachers. AC teachers from high-coursework programs were required to take more hours of instruction overall than AC teachers from low-coursework programs, as shown in Exhibit 3. As discussed above, dividing AC teachers into two similar-sized groups based on a gap in required coursework of AC programs yielded two groups with large average differences in required coursework. High-coursework AC teachers were required to complete 432 hours of instruction, compared with 179 for low-coursework AC teachers. This difference in total hours of instruction is due to differences in all five subject areas of interest as well as other instruction (defined below). High-coursework AC teachers were required to complete more hours of instruction in all five subjects, on average, than AC teachers from low-coursework programs: 3.9 times as much instruction in reading/language arts pedagogy, 4.8 times as much in math pedagogy, 2.0 times as much in classroom management, 1.9 times as much in student assessment, and 37 percent more in child development. Although not shown in Exhibit 3, all these differences were statistically significant at the 0.01 level, except for child development, which was statistically significant at the 0.05 level.

TC Teachers Matched to Low- and High-Coursework AC Teachers. TC teachers matched with low-coursework AC teachers were required to complete a similar amount of total instruction as TC teachers matched to high-coursework AC teachers, 671 hours versus 607, and the difference was not statistically significant. TC teachers matched with low-

coursework AC teachers were required to complete, in each of the five subject areas, on average, the same amount as or more instruction than TC teachers matched with high-coursework AC teachers, with statistically significant differences for classroom management and child development (at the 0.05 level; analysis not shown in Exhibit 3). Thus, in terms of required coursework, TC teachers matched to low- and high-coursework AC teachers served as a common benchmark in conducting the subgroup analysis.

Matched AC and TC Teachers Subgroups. AC teachers from low-coursework programs were required to complete, on average, about one-quarter of the total hours of instruction overall as their TC counterparts (179 hours versus 671 hours). In addition, they were required to complete less coursework in all subject areas of interest. For example, their programs required about one-fifth the instruction in reading/language arts pedagogy (26 versus 121 hours), less than one-fourth in math pedagogy (9 versus 41 hours), and less than half in classroom management (24 versus 54 hours). All the differences were statistically significant.

AC teachers from high-coursework programs were required to complete, on average, less instruction than their TC counterparts, 432 hours versus 607 hours, a difference that was statistically significant. They were required to complete less coursework in two topics of interest (student assessment, and child development), with the differences statistically significant. However, their programs required *more* instruction in classroom management (49 versus 39 hours), a difference that was statistically significant. There was no statistically significant difference in the amount of math pedagogy instruction (43 versus 41). Considering all five topics of interest together (that is, excluding “other” instruction), high-coursework AC teachers’ programs required 91 percent as much instruction as their TC counterparts’ programs (267 versus 295 hours), a difference that was statistically significant at the 0.05 level.

“Other” Instruction. For all teachers, some of the required coursework fell outside the five subjects of most interest in this study. Instruction in other topics accounted for, on average, 42 percent of total coursework for the low-coursework AC teachers, 48 percent for their TC counterparts, 38 percent for the high-coursework AC teachers, and 51 percent for their TC counterparts. “Other” instruction accounted for half the statistically significant 493-hour difference in total instruction between low-coursework AC teachers and their TC counterparts, and for 84 percent of the statistically significant 176-hour difference between high-coursework AC teachers and their TC counterparts.

AC and TC Teachers’ Backgrounds

As context for interpreting the findings, Exhibit 4 presents information on the average background characteristics of the two AC teacher groups and their TC counterparts. Both low- and high-coursework AC teachers were more likely than their TC counterparts to identify themselves as black (40.5 percent versus 17.5 percent and 32.4 percent versus 7.5 percent) and less likely to identify themselves as white (50 percent versus 75.5 percent and 40.5 percent versus 70 percent). In addition, the low-coursework AC teachers were more likely than their TC counterparts to report having children (70.2 percent versus 28.3 percent). Low-coursework AC teachers had fewer years of teaching experience at the time

of their first year in the study, although the difference was less than one year. High-coursework AC teachers were more likely than their TC counterparts to be taking courses toward initial certification or an advanced degree during the study year (57 percent versus 30 percent). All these differences were statistically significant. Neither AC group had a statistically significant difference from its TC counterpart group in terms of college entrance exam scores or educational attainment.

Exhibit 4. Teacher Demographic and Educational Characteristics (Percentages, Except Where Noted)

	Low Coursework				High Coursework			
	AC	TC	Difference	p-Value	AC	TC	Difference	p-Value
White	48.8	73.8	-25.0	0.02	40.5	70.0	-29.5	0.01
Black	39.5	19.5	20.0	0.01	32.4	7.5	24.9	0.01
Female	95.7	97.9	-2.1	0.56	78.6	88.6	-10.1	0.21
Have children	70.2	27.7	42.6	0.00	38.1	29.5	8.5	0.41
Average age (years)	33.5	28.1	5.4	0.00	33.9	30.1	3.8	0.01
Average SAT or equivalent composite score ^a (points)	930	959	-29.0	0.43	1,010	1,013	-2.5	0.95
Highest degree: master's ^b	17.0	8.5	8.5	0.22	23.8	22.7	1.1	0.90
Currently taking courses ^c	31.9	21.3	10.6	0.25	57.1	29.5	27.6	0.01
Average study-eligible teaching experience (years) ^d	2.7	3.3	-0.6	0.04	3.3	3.0	0.2	0.45
Sample Size^e	46	46			42	44		

Sources: Teacher survey for all but SAT scores, which were obtained from the College Board, and ACT scores, which were obtained from ACT.

^aWe converted ACT scores to SAT equivalents using the concordance procedure available from the College Board.

^bAll teachers had completed a bachelor's degree.

^cIncludes courses toward teaching certification or an advanced degree.

^dIncludes years teaching full-time as a certified or emergency certified teacher.

^eSample sizes were lower on some items due to nonresponse on the teacher survey; also, some teachers had not taken a college entrance exam, and others did not consent to release of their score. However, teachers who were in the study both years are counted twice here, whereas they were counted only once in earlier exhibits.

FINDINGS FROM EXPERIMENTAL ANALYSES

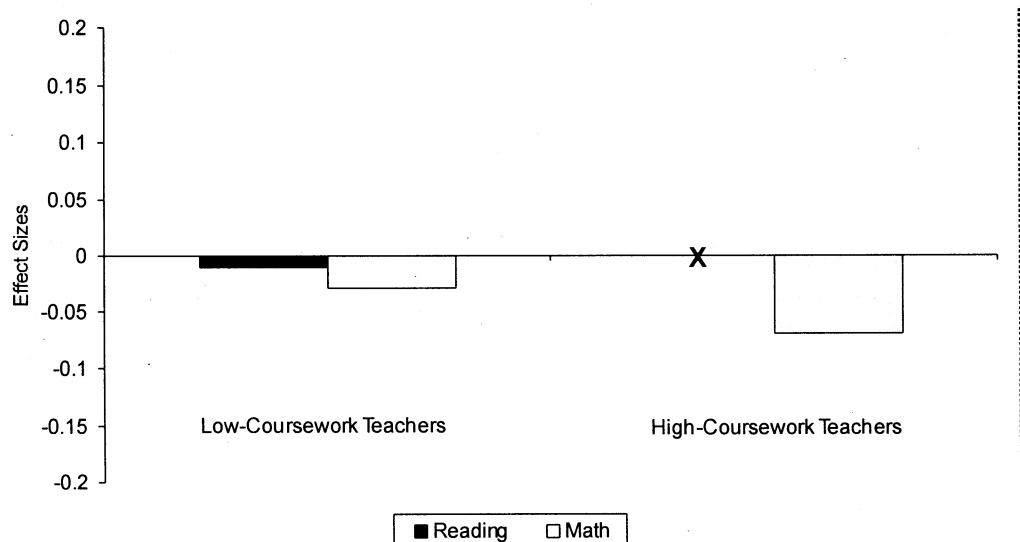
Students of AC teachers did not perform statistically differently from students of TC teachers. Although average differences in reading and math were generally negative, they were not statistically significant, as shown in Exhibit 5.

In addition to estimating the effects on student achievement of having a high- or low-coursework AC teacher, we examined effects within several subgroups to determine whether differences in teachers' effectiveness occurred within other dimensions even though differences did not exist overall. Specifically, we examined the relative effects of teachers in subgroups defined by state, current coursework status, grade level, and teaching experience.

All AC teachers in California were from high-coursework programs, and they accounted for half of all high-coursework AC teachers in the sample. Students of AC teachers in California scored lower on math than students of their TC counterparts, and the effect size (-0.13) was statistically significant. The effects of high-coursework AC teachers in other states was small (-0.01) and not statistically significant.

Students of AC teachers who were taking courses during the study year, toward either teacher certification or an advanced degree, had lower math scores than students of their TC counterparts (effect size = -0.09). The effect in reading was not statistically significant. Furthermore, neither the effect on reading nor the effect on math scores was significant for students of AC teachers who were not taking coursework during the study year.

Exhibit 5. Difference in Effect Sizes on Students' Reading and Math Scores of AC Teachers and Their TC Counterparts



Note: None of the effects was significantly different from zero at the .05 level.

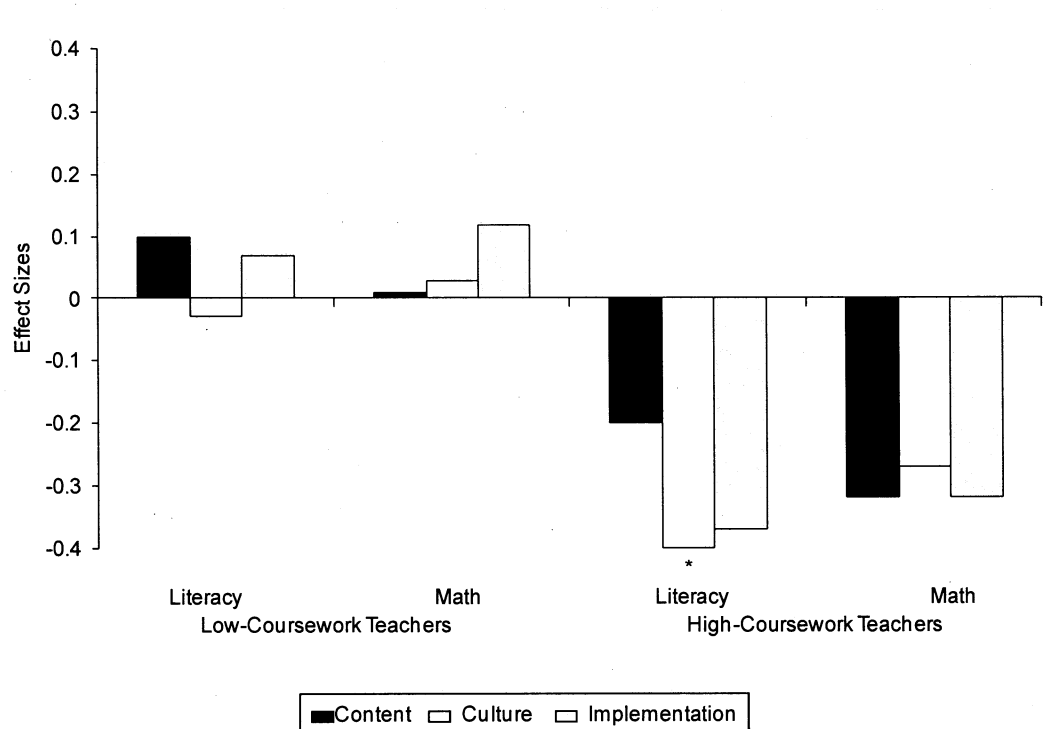
X The effect size was zero.

We found no evidence that AC teachers had a different effect on their students' math or reading achievement for different grade levels. There were no statistically significant differences between the lower elementary grades (K to 1) and the upper ones (2 to 5) for either the high- or the low-coursework AC teachers.

We found no evidence that students of AC teachers with less experience (1 to 2 years) had statistically significant different math or reading achievement, relative to their TC counterparts, than those with more experience (3 to 4 or 5 or more years). The one statistically significant difference pertained to students of low-coursework AC teachers in their third or fourth year of teaching, whose students scored lower in reading and math than students of their TC counterparts. Inferences based on these findings should be made with caution because the subgroup sizes were small and the experience levels of the TC comparison teachers varied.

With a single exception, ratings of classroom practices measuring the instruction received by students of AC and TC teachers did not differ. We found no statistically significant differences in VCOT scores between low-coursework AC teachers and their TC counterparts in the quality of their literacy and math instruction, as shown in Exhibit 6. High-coursework AC teachers also scored no differently from their TC counterparts on five of six VCOT measures, but they scored lower (by 0.40 SD) on the classroom culture dimension in teaching literacy, and the difference was statistically significant.

Exhibit 6. Difference in Effects Sizes on Classroom Practices of AC Teachers and Their TC Counterparts



* Significant at the .05 level. No other effects were significantly different from zero at the .05 level.

FINDINGS FROM NONEXPERIMENTAL ANALYSES

Although the average effect sizes (comparing achievement of students of AC teachers to achievement of students of their TC counterparts) were not statistically different from zero, effect sizes varied across individual pairs of AC and TC teachers. In reading, the effect size was less than zero in half the pairs and greater than zero in the other half. For math, the effect was less than zero in 56 percent of the pairs and greater than zero in 44 percent. Separating the effects of characteristics of teachers from the influences of their training, however, requires nonexperimental analysis, as does examining the relationship between teacher characteristics and classroom practices and student achievement.

To estimate the relationship between teacher characteristics and training experiences and student achievement, we used ordinary least squares (OLS) regression equations to estimate the correlation between a student's posttest score and student-level characteristics (including pretest score), whether his or her teacher was from an AC program, differences between the characteristics of AC and TC teacher pair within a school and grade, and other unobservable effects. This model allows us to estimate the relationship between differences in student achievement and differences in AC teachers and their TC counterparts' characteristics, such as required coursework, whether a teacher is currently taking courses, undergraduate major, and SAT scores.

All together, the differences in AC teachers' characteristics and training experiences explained about 5 percent of the variation in effects on math test scores and less than 1 percent of the variation in effects on reading test scores.

Differences in teachers' demographic characteristics and coursework required for initial certification were not related to the effects of teachers on student achievement. Of the several aspects of teachers' education and training we examined, two were statistically significantly related to the effects of teachers on student achievement, and both relationships were negative. First, AC teachers with master's degrees were less effective in improving student achievement in reading than their TC counterparts without a master's degree (effect size was -0.12). Second, students of AC teachers who were taking coursework toward certification or a degree scored lower in reading (effect size -0.13) than did students of their TC counterparts who were not taking coursework.

CONCLUSION

This study found no benefit, on average, to student achievement from placing an AC teacher in the classroom when the alternative was a TC teacher, but there was no evidence of harm, either. In addition, the experimental and nonexperimental findings together indicate that although individual teachers appear to have an effect on students' achievement, we could not identify what it is about a teacher that affects student achievement. Variation in student achievement was not strongly linked to the teachers' chosen preparation route or to other measured teacher characteristics.

Executive Secretary's Report

Thursday, March 12, 2009

By: Steve Meloy/ Executive Secretary

Recent efforts have been dedicated toward the tracking of some interesting legislation introduced in the 2009 Legislative Session. SB 67 is an effort to limit the Board of Public Education in its rulemaking only to rules that the Legislature is willing to fund. The bill passed out of the Senate and is currently in limbo in House Education. We have worked hard on this bill but a number of legislators still feel that they should have ultimate say. HB 15 was supported by the Board as the only funding bill to increase funding levels for schools over the last biennium. SB 81 was offered as an effort to amend the Constitution to provide for the election of Board members. We opposed and the bill should not receive 2/3 majority of both houses. Other bills we are watching are: HB 456 requires seat belts on all new school buses; HB 459 create virtual high school; HR 2 antibullying resolution; SB 69 increase the quality educator payment; SB 70 inflationary adjustments to K-12 base; SB 80 elect Board of Regents; SB 173 clarify ability of school districts to share superintendents; SJ 4 create an interim study of administrative efficiencies in the school system; SJ 8 urge development of K-20 shared policy goals; SJ 12 approve a Bitterroot Community College; SR 5 confirm appointment of Bernie Olson to the BPE.

The Board continues work in concert with OPI and partners, to develop the implementation of the work of the Distance Learning Task Force Phase II amendments to Chapter 55, and specifically Chapter 57 which resulted in the adoption of new category of K-12 licensure. CSPAC will review applications in March of 2009. Work continues with legislative oversight committees, specifically to our strategic planning and combining efforts with the five-year planning process, as well as the filing of a strategic planning document for the next biennium. Our planning work was evaluated by the Legislative Appropriations Sub-Committee on Education in the first part of the 2009 Session. I reported out to the Sub-Committee and advised them of the difficulties that we face to unilaterally guarantee 100% compliance with our standards each year. The specific request of the committee chair is for the Board to demonstrate the status of those schools in deficiency accreditation status in the 06-07 school year, and whether or not the deficiency has been corrected. I wrote an earlier correspondence to Senator Wanzenreid, and copied the whole committee on a position in this regard. We attended a meeting sponsored by the Education and Local Government Interim Committee. This Education Conference was held in Helena on January 10, 2009. We have developed a bill tracking process in our office and developed a legislative strategy for responding to inquiries and lobbying certain bills. The Education and Local Government Committee remains engaged in a process with our partners at OCHE about college preparedness and how to reduce remediation rates on campus. They envision that a paper be prepared to articulate shared goals in this regard. The paper is to be prepared at the end of the '09 Legislative Session. This work spills over into the "leaky pipeline" and post-secondary readiness work of the Kindergarten to College Workgroup. Work continues in the coordination with OPI on an assessment working group to continue identifying appropriate and

meaningful assessments for all of our students. OPI has delivered to the Board recommendations in this regard. An Assessment Task Force was appointed. The new curriculum specialists will be involved with assessment, which should be helpful even though recruiting for these positions have been difficult. The CSPAC crew continues their work with the licensure folk at OPI to continue the important review and modification process tied with Chapter 57, which will be before the Board as an action item this meeting. We continue to work with our attorney and outside legal counsel in processing revocations and appeals of license denials brought before the Board. One case has been appealed to the First Judicial District for judicial review. We have continually advised the OBPP office of our need for increased appropriation for the next biennium after efforts to have funding included were thwarted. We intend to convene a second statewide meeting regarding information surrounding "threshold" behaviors of educators who may constitute a breach of safety for public school students. The next meeting will be after the major work surrounding Chapter 57 has been completed. The next Legislative Session promises to be demanding upon the Board and its resources. Senator Laible has a bill draft in to limit the constitutional power and authority of the Board in regard to rule making.

Board work continues to include but is not limited to: implementation of the new rule for post-secondary faculty and the development of an intake document for licensure; strategic planning meeting; school safety issues; wrap-up the Distance Learning Phase II Task Force; work with the Interim Committee on Legislative Finance; design performance measures to the satisfaction of the LFD; plan for the BPE's five year planning process; future of the NRT, as well as future assessments to inform instruction; total review of Chapter 57; Kindergarten to College Workgroup; dual enrollment/credit work; counselling initiative; assessment alignment work; MSDB coordination and oversight; MSDB strategic planning; previous Interim Committee work follow-up and monitoring the MQEC and their efforts; CSPAC Assessment Study Group; Pilot (Praxis II) testing efforts; NCLB implications and future reauthorization of ESEA; work of the Montana E-Learning Consortium and its future; meetings of the Ed Forums; Special Purpose Schools Task Force; Chapter 55 review process; PEPPS Review Advisory Panel; involvement with planning for NASBE's annual meeting; monitoring of the writing assessment consortia project; writing implementation committee work; monitor the Indian Education For All efforts; High School Improvement Initiative; results of the Legislative Audit Committee on high school drop-out rate in Montana and data alignment between OCHE and OPI; performance-based budgeting proposals and preparation of a template for the 2009 session; project development to implement the teacher loan repayment plan found in SB 2; issues revolving around "alternative to our standards" requests; ongoing questions related to the bullying issue; financial education curricular concerns; school nutrition and physical education; civic education; site planning for the BPE in the next biennium; NASBE grant follow-up on student leadership; special meetings of the BPE; strategy development for the 2009 Legislative Session; license discipline processes-particularly related to suspensions and revocations; and the fielding of an increasing number of calls from the public regarding various and current issues before the Board.

Most of the other issues with which I have dealt have been brought to your attention by way of phone and e-mail correspondence, however I have highlighted the following:

- Continued work with Legislature on fiscal responsibility processes for SB 152
- Attended a meeting of the Appropriations Sub-Committee
- Attended Board hearing on Board budget
- Attended MEA –MFT legislative reception
- Completed a “draft” of strategic objectives for next five years
- Attended March 09 meeting of BOR
- Attended meeting of the Learning First Alliance
- Attended K-12 forum meetings
- Attended January and March meetings of CSPAC
- Presented at statewide TRiO meeting
- Attended meeting of Healthy Schools Network
- Worked with the Department of Administration on Computer updates
- Met with DOA on lease arrangements at New York Building
- Attended meeting of the MSDB Committee
- Attended meeting at OPI to discuss accreditation issues
- Presided over hearing of Chapter 57

We are preparing our office processes to stay on top of the legislative session.

The work before the Board continues with a high level of importance including finalizing our work on dual enrollment/credit with emphasis on the implementation phase. Other areas include assessment, strategic planning, and relation building with the Board of Regents, the Legislature, OCHE, and the Kindergarten to College Workgroup.

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of)	NOTICE OF PUBLIC HEARING ON
ARM 10.57.102, 10.57.112,)	PROPOSED AMENDMENT AND
10.57.201, 10.57.201A, 10.57.215,)	REPEAL
10.57.216, 10.57.301, 10.57.410)	
through 10.57.421, 10.57.424 through)	
10.57.430, 10.57.432 through)	
10.57.436, 10.57.601A and repeal of)	
ARM 10.57.104, 10.57.110,)	
10.57.220, 10.57.422, and 10.57.423)	
relating to educator licensure)	

TO: All Concerned Persons

1. On February 24, 2009, at 9:00 a.m. a public hearing will be held in the conference room of the Office of Public Instruction building at 1300 11th Avenue, Helena, Montana, to consider the amendment and repeal of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this public hearing or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on February 10, 2009, to advise us of the nature of the accommodation that you need. Please contact Steve Meloy, P.O. Box 200601, Helena, MT 59620-0601, telephone: (406) 444-6576, fax: (406) 444-0847, e-mail: smeloy@mt.gov.

3. The rules proposed to be amended provide as follows, stricken matter interlined, new matter underlined:

10.57.102 DEFINITIONS The following definitions apply to this chapter.

(1) "Acceptable evidence" means current official transcripts, portfolio, and such other data as may be deemed necessary by the Board of Public Education and/or the Superintendent of Public Instruction.

(2) "Accredited" refers to program approval (accreditation) by the National Council for the Accreditation of Teacher Education (NCATE) and/or accreditation by a state board of education or a state agency. In circumstances where the accrediting body is a state board of education or a state agency, the Montana Board of Public Education has the discretion to determine whether such accreditation ensures that the standards are substantially equivalent or greater than the standards required in Montana.

(3) remains the same.

(a) an educator preparation program accredited by NCATE; and/or

(b) and (4) remain the same.

(a) a program for the preparation of specialists accredited by a national professional accrediting body; and/or

(b) through (8) remain the same.

(9) "College credit" means credit received for completion of a course from an regionally accredited college. College credits are counted as one quarter credit being equal to 10 clock hours, or one semester credit being equal to 15 clock hours. One semester credit is equivalent to one and one-half quarter credits and one quarter credit is equivalent to two-thirds semester credit.

(10) through (14) remain the same.

(15) "Minimal ~~education~~ educator licensure requirements" means:

(a) a ~~baccalaureate~~ bachelor's degree from a regionally accredited institution of higher education;

(b) remains the same.

(c) verification of student teaching or one year of teaching experience in an elementary and/or secondary school or school district either in Montana or elsewhere or eligibility for a Class 5 alternative license to complete this requirement.

(16) through (18) remain the same.

(19) "Supervised teaching experience" means teaching experience while under the supervision of an accredited professional educator preparation program and is identified on a university transcript as field experience, internship, practicum, or student teaching.

(19) (20) "Year of administrative experience" means employment in an accredited school during a school fiscal year as a licensed member of a supervisory or administrative staff. The experience required must be obtained in a school organization consistent with Montana's K-12 pattern. Experience gained prior to basic eligibility for initial licensure is not considered. Any individual wishing to have their experience as a County Superintendent considered as "administrative" experience must provide evidence of the following:

(a) possession of a Class 3 administrative license for the time as County Superintendent they are requesting to be considered for administrative experience; and

(b) the school(s) they are claiming to hold or have held supervisory responsibilities over have noted there is no superintendent or principal by having the chair of the Board of Trustees sign the school's Annual Data Collection report.

(20) (21) "Year of teaching experience" means employment in an accredited school during a school fiscal year as a licensed member of an instructional staff. The experience required must be obtained in a school organization consistent with Montana's K-12 pattern. Experience gained prior to basic eligibility for initial licensure is not considered.

(21) remains the same but is renumbered (22).

AUTH: 20-4-102, MCA

IMP: 20-4-106, MCA

10.57.112 LICENSE OF EXCHANGE TEACHERS (1) A Class 5 license may be issued for one year to a teacher, administrator, or specialist who is on an exchange program with a school district or university, when the university-employed exchange teacher is assigned in the role of a Class 8 dual credit-only postsecondary faculty.

AUTH: 20-4-102, MCA
IMP: 20-4-103, MCA

10.57.201 GENERAL PROVISIONS TO ISSUE LICENSES (1) and (2)

remain the same.

(a) individuals who have a current professional - not provisional or alternative - teacher, specialist, or administrator license from another state in an area that can be licensed in Montana. This section applies only to individuals who have completed an applicable accredited professional educator preparation program in an area that can be licensed in Montana and have satisfied minimal education educator licensure requirements as defined in ARM 10.57.102;

(b) individuals who have graduated within the last five years from an accredited teacher, specialist, or administrator professional educator preparation program in an area that can be licensed in Montana and have satisfied minimal education educator licensure requirements as defined in ARM 10.57.102;

(i) an applicant for initial Class 1, 2, or 3 licensure whose degree is more than five years old and who does not have current out-of-state licensure must have earned six semester credits within the five-year period preceding the effective date of the license;

(ii) an applicant for an initial Class 6 license whose degree is more than five years old and who does not have current out-of-state licensure must have earned six graduate semester credits within the five-year period preceding the effective date of the license;

(c) individuals who hold a current license from the National Board for Professional Teaching Standards in an area that can be licensed in Montana and have satisfied minimal education educator licensure requirements as defined in ARM 10.57.102;

(d) individuals who currently hold a Class 5 alternative license who meet one or more of the above three qualifications and have satisfied minimal education educator licensure requirements as defined in ARM 10.57.102;

(e) individuals seeking initial Class 1 or 2 licensure must verify completion of a supervised teaching experience either as part of an accredited professional educator preparation program or successfully complete one year of supervised internship in a state accredited elementary and/or secondary school or school district either in Montana or elsewhere.

(3) Applicants for initial Class 4 licensure who have a current career and vocational/technical license from another state in an area that can be endorsed in Montana shall be licensed as Class 4A, 4B, or 4C depending on the level of education and extent of training.

(4) Applicants for initial Class 5 alternative licensure who meet the requirements of ARM 10.57.424 and the relevant section(s) of ARM 10.57.425 through 10.57.432 may be licensed as appropriate.

(4) and (5) remain the same but are renumbered (5) and (6).

AUTH: 20-4-102, MCA
IMP: 20-4-103, MCA

10.57.201A CRIMINAL HISTORY BACKGROUND CHECK (1) through (3) remain the same.

(4) ~~The applicant~~ Neither the Superintendent of Public Instruction nor the Board of Public Education shall bear the costs of the background check.

(5) remains the same.

(6) The Superintendent of Public Instruction may accept the results of a background check conducted for field experiences required by a professional educator preparation unit of the Montana university system or ~~a private college or university in Montana of a student~~, for employment in a public school or school district, provided the background check was completed no more than two years before the applicant submits a license application to the Superintendent of Public Instruction.

(7) remains the same.

(8) Each provider who is the subject of a background check is entitled to:

~~(a) obtain a copy of any background check report; and~~

~~(b) challenge the accuracy and completeness of any information contained in any such report and obtain a prompt determination as to the validity of such challenge before a final determination is made by the authorized agency.~~

(9) remains the same.

(10) Conviction, including conviction following a plea of nolo contendere, a conviction in which the sentence is suspended or deferred, or any other adjudication treated by the court as a conviction, may be considered by the Superintendent of Public Instruction in the certification licensure process if the conviction was for a sexual offense, a crime involving violence, the sale of drugs, or theft, or any other crime meeting the criteria of Title 37, chapter 1, part 2, MCA.

~~(11) This rule shall be effective for persons applying for licensure on or after January 1, 2003.~~

AUTH: 20-4-102, MCA

IMP: 20-4-103, 20-4-104, MCA

10.57.215 RENEWAL REQUIREMENTS (1) remains the same.

(a) Class 1, and 3, and 7 licenses require 60 renewal units;

(b) through (b)(v) remain the same.

(c) Class 3 licenses require 60 renewal units;

(d) Class 4 licenses require 60 renewal units. The requirements specific to each type of license are set forth in ARM 10.57.421, 10.57.422 and 10.57.423 10.57.420(3);

~~(d)~~ (e) Class 6 licenses require college credit or renewal units as follows:

(i) and (ii) remain the same.

(iii) 60 renewal units;

(f) Class 7 licenses require 60 renewal units as verified by the tribe and as set forth in ARM 10.57.536;

(g) Class 8 licenses require 60 renewal units.

(2) and (3) remain the same.

(a) for activities other than (3)(b) or (c):

(i) a planned and structured experience;
(b) (ii) of benefit to the license holder's professional development as defined
in ARM 10.55.714; and

(c) (iii) an exposure to a new idea or skill or an extension of an existing idea
or skill; and

(iv) comply with (6) and (7); or

(d) and (e) remain the same but are renumbered (b) and (c).

(4) All renewal units must be earned during the valid term of the license.

Renewal units earned through August 31 immediately following the expiration date
of a license shall also be considered for renewal.

(5) through (7) remain the same.

AUTH: 20-2-121, 20-4-102, MCA

IMP: 20-4-102, 20-4-108, MCA

10.57.216 APPROVED RENEWAL ACTIVITY (1) ~~Providers of professional~~
~~development activities which verify acceptable renewal unit activities for license~~
~~renewal are:~~ Organizations wishing to offer professional development activities for
the award of renewal units may apply for annual provider status to the
Superintendent of Public Instruction. The organization must receive approval prior
to awarding renewal units. Status as an annual provider must be renewed July 1 of
each year.

~~(a) state, regional or national accredited college and university programs, for~~
~~which no application or prior approval is required;~~

~~(b) accredited school districts, upon submission and approval of an~~
~~application for status as a provider of professional development renewal unit credit;~~
~~and~~

~~(c) professional education organizations and government agencies (federal,~~
~~state, tribal, county, city), upon submission and approval of an application for status~~
~~as a provider of professional development renewal unit credit.~~

(2) ~~Those school districts approved as providers of professional development~~
~~may identify programs at locations other than their site of operation for renewal unit~~
~~verification to be awarded by them. This may include out of state programs and~~
~~conferences. Organizations which may be approved for status as a provider of~~
professional development for renewal unit credit, upon submission and approval of
an application for status as a provider of professional development renewal unit
credit, may include:

(a) regionally accredited college and university programs offering activities
for units other than college credit;

(b) public school districts or schools accredited by the Board of Public
Education not part of a public school district which is an OPI-approved renewal unit
provider;

(c) government agencies (federal, state, tribal, county, city); and

(d) other organizations providing professional development appropriate for
educators in Montana's accredited K-12 schools.

(3) ~~Those entities approved by the superintendent of public instruction as~~
Approved ~~providers of professional development programs are those applicants who~~

for the award of renewal units must agree to; maintain a process in compliance with ARM 10.57.215 and this rule.

(a) Approved providers must agree to report the activities undertaken as professional development for renewal unit awards annually to the Superintendent of Public Instruction. provide activities deemed appropriate for educator license renewal in compliance with ARM 10.55.714 and 10.57.215;

(b) Approved providers must agree to submit to an audit of records conducted by the Superintendent of Public Instruction. Records which must be maintained by the provider include:

(i) the activity title and brief description;
(ii) date(s) and location of program;
(iii) program schedule and number of participants. prepare and issue completed renewal unit registration forms to eligible participants.

(c) For all programs designated as professional development for the purpose of issuing renewal units to license holders, the provider shall prepare and issue completed renewal unit registration forms to eligible participants. This form shall be provided by the Superintendent of Public Instruction and this form, or an approved facsimile, must be utilized for all renewal unit awards;

(c) report the activities undertaken as professional development for renewal unit awards to the Superintendent of Public Instruction. Annual provider status shall be continued upon complete reporting of all activities for the period of July 1 through June 30 of each year;

(d) submit to an audit of records conducted by the Superintendent of Public Instruction. Records which must be maintained by the provider include:

(i) the activity title and brief description;
(ii) date(s) and location(s) of the program; and
(iii) program schedule and number of participants; and

(e) maintain records of all professional development activities for which renewal unit awards are made for one year following the date of completion of the annual reporting requirement.

(4) Upon receipt of a complete and accurate annual report of professional development activities by the Superintendent of Public Instruction on or before the deadline for submission, the provider status shall be continued.

(5) The Superintendent of Public Instruction shall annually provide a report to the Board of Public Education, which shall include, at a minimum, a list of providers.

(6) Providers will be responsible for maintenance of records of all professional development activities for which renewal unit awards are made for one year following the date of completion of the annual reporting requirement.

AUTH: 20-4-102, MCA

IMP: 20-4-108, MCA

10.57.301 ENDORSEMENT INFORMATION (1) and (2) remain the same.

(3) Appropriate teaching areas acceptable for license endorsement include: agriculture, art K-12, biology, business education, career and vocational/technical education endorsements as determined by the superintendent of public instruction, chemistry, computer science K-12, drama, earth science, economics, elementary

~~education, English, English as a second language K-12, family and consumer sciences, French K-12, geography, German K-12, school counseling K-12, health, history, history-political science, industrial arts, journalism, Latin K-12, library K-12, marketing, mathematics, music K-12, other language K-12, physical education and health K-12, physical science, physics, political science, psychology, reading K-12, Russian K-12, science (broadfield), social studies (broadfield), sociology, Spanish K-12, special education P-12, speech communication, speech drama, technology education, trade and industry, and traffic education K-12.~~

~~(4) Appropriate career and vocational/technical education areas acceptable for endorsement on the class 4 license include but are not limited to: automotive technology, welding, auto body, industrial mechanics, small engines, heavy equipment operations, electronics, horticulture, agriculture mechanics, building trades, building maintenance, culinary arts, metals, drafting, computer information systems, graphic arts, aviation, health occupations, machining, and diesel mechanics.~~

~~(5) Appropriate administrative areas acceptable for license endorsement include: elementary principal, secondary principal, K-12 principal, K-12 superintendent and supervisor.~~

~~(6) Appropriate specialist areas acceptable for license endorsement are school psychologist and school counselor.~~

~~(7) Both elementary and secondary preparation, including student teaching or university supervised teaching experience are required for endorsement in any approved K-12 endorsement area. The K-12 endorsement areas outlined in (3) may also be endorsed at the elementary or secondary level depending on the verified level of preparation.~~

~~(a) A class 1 or 2 license may be endorsed in special education P-12 with program preparation at the elementary or secondary levels, or a balanced K-12 program of comparable preparation.~~

~~(b) The balanced K-12 license level option is available through Montana board of public education approved special education programs for those individuals with:~~

~~(i) a minimum of bachelor's degree completed, and~~

~~(ii) verified completion of an out-of-state state approved special education program which includes student teaching or university supervised teaching experience.~~

~~(c) completion of an accredited professional educator preparation program in any disability area shall result in a special education endorsement.~~

~~(8) Applicants with graduate degrees in an endorsable field of specialization may use experience instructing in relevant higher education courses as credit in that endorsement area for licensure.~~

~~(9) (3) An endorsement may be dropped from a teaching license at the end of the valid term of the license if minimum licensure requirements (major and minor or extended major) are met without that endorsement.~~

AUTH: 20-4-102, MCA

IMP: 20-4-103, 20-4-106, MCA

10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE (1) remains the same.

(2) To obtain a Class 2 standard teacher's license an applicant must submit verification of all of the following: have a bachelor's degree and have completed

(a) meeting or exceeding the minimum educator licensure requirements in ARM 10.57.102(14);

(b) completion of an accredited professional educator preparation program;
and

(c) qualification for one or more endorsement as outlined in ARM 10.57.412.

(3) remains the same.

(4) A lapsed Class 2 standard teacher's license may be reinstated by showing verification of:

~~(a) 60 renewal units, 40 of which must be earned by college credit, earned during the five-year period preceding the validation date of the new license; or~~

~~(b) 120 renewal units, 80 of which must be earned by college credit, earned during the nine-year period preceding the validation date of the new license.~~

AUTH: 20-2-121, 20-4-102, MCA

IMP: 20-4-102, 20-4-103, 20-4-106, 20-4-108, MCA

10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE (1) remains the same.

(2) To obtain a Class 1 professional teacher's license an applicant must have submit verification of all of the following:

(a) eligibility for the Class 2 standard teacher's license as set forth in ARM 10.57.410;

~~(b) a master's degree or one year of study consisting of at least 30 graduate semester credits beyond the bachelor's degree in professional education or an endorsable teaching area(s) from an accredited college or university; and~~

~~(b) (c) verification of three years of successful teaching experience or the equivalent as defined by ARM 10.57.102(20).~~

(3) remains the same.

(4) A lapsed Class 1 professional teacher's license may be reinstated by showing verification of:

~~(a) 60 renewal units earned during the five-year period preceding the validation date of the new license; or~~

~~(b) 120 renewal units earned during the nine-year period preceding the validation date of the new license.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.412 CLASS 1 AND 2 ENDORSEMENTS (1) Subject field endorsement must be in areas approved for endorsement by the Board of Public Education.

(2) Areas approved for endorsement on Class 1 and 2 licenses include the following: agriculture, art K-12, biology, business education, chemistry, computer

science K-12, drama, earth science, economics, elementary education, English, English as a second language K-12, family and consumer sciences, geography, health, history, history-political science, industrial arts, journalism, library K-12, marketing, mathematics, music K-12, physical education K-12, school counseling K-12, science (broadfield), social studies (broadfield), sociology, special education P-12, speech-communication, speech-drama, technology education, trade and industry, traffic education K-12, and world languages.

(3) A license holder may qualify for a statement of specialized competency by the completion of a minimum of 20 semester college credit hours or equivalency in a specific academic area as approved by the Board of Public Education. Approved areas of permissive specialized competency are: early childhood education, gifted and talented education, and technology in education.

(1) and (2) remain the same but are renumbered (4) and (5).

(3) To obtain a K-12 endorsement, the applicant must provide verification of training in both elementary and secondary curriculum.

(4) Subject field endorsement must be in areas approved for endorsement by the Board of Public Education.

(6) Both elementary and secondary preparation, including student teaching or university supervised teaching experience, are required for endorsement in any approved K-12 endorsement area. The K-12 endorsement areas outlined in (2) may also be endorsed at the elementary or secondary level depending on the verified level of preparation.

(a) A Class 1 or 2 license may be endorsed in special education P-12 with program preparation at the elementary or secondary levels, or a balanced K-12 program of comparable preparation.

(b) The balanced K-12 license level option is available through Montana Board of Public Education-approved special education programs for those individuals with:

(i) a minimum of a completed bachelor's degree; and

(ii) verified completion of an out-of-state approved special education program which includes student teaching or university supervised teaching experience.

(c) Completion of an accredited professional educator preparation program in any disability area shall result in a special education endorsement.

(7) Applicants with graduate degrees in an endorsable field of specialization may use experience instructing in relevant higher education courses as credit in that endorsement area for licensure.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.413 CLASS 3 ADMINISTRATIVE LICENSE (1) remains the same.

(2) Appropriate administrative areas acceptable for license endorsement are the following: elementary principal, secondary principal, K-12 principal, K-12 superintendent, and supervisor.

(3) To obtain a Class 3 administrative license an applicant must provide verification of a hold at least the appropriate master's degree in an accredited school

~~administration program or the equivalent and must qualify for one of the endorsements set forth in ARM 10.57.414 through 10.57.419.~~

~~(3) A class 3 administrative license shall be renewed upon verification of 60 renewal units earned during the valid term of the license.~~

~~(4) A lapsed Class 3 administrative license may be reinstated by showing verification of:~~

~~(a) 60 renewal units earned during the five-year period preceding the validation date of the new license; or~~

~~(b) 120 renewal units earned during the nine-year period preceding the validation date of the new license.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.414 CLASS 3 ADMINISTRATIVE LICENSE – SUPERINTENDENT ENDORSEMENT (1) To obtain a superintendent endorsement an applicant must provide verification of all of the following:

(a) a minimum of three years of successful teaching experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor; and

(b) a minimum of 18 semester graduate credits in a school administrator preparation program, of which 12 must be beyond the master's degree, in each of the following content areas:

(i) organizational leadership;

(ii) instructional leadership;

(iii) facilities planning and policy;

(iv) personnel and labor relations;

(v) community and board relations;

(vi) policy development; and

(vii) three semester credits of college coursework in Montana school law and three semester credits of college coursework in Montana school finance. Applicants who meet all other requirements for the superintendent endorsement but lack these courses shall be issued the Class 3 license and must sign and file a plan of professional intent with the Superintendent of Public Instruction agreeing to complete these courses by the first renewal of their Class 3 license.

(2) In addition to the requirements detailed in (1), every applicant must provide verification of either:

(a) an education specialist degree or doctoral degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102(3); and

(b) a minimum of one year of administrative experience as an appropriately licensed principal or one year of a supervised Board of Public Education approved administrative internship as a superintendent; or

(c) a master's degree in educational leadership or equivalent from an accredited professional educator preparation program as determined by the university system to include: or a master's degree in education from an accredited program; and

~~(d) licensure/ and endorsement as a K-12 principal; and~~
~~(e) a minimum of one year of administrative experience as defined in ARM 10.57.102(20) or a minimum of one year of a supervised Board of Public Education approved administrative internship as superintendent.~~

~~(ii) one year of administrative experience as an appropriately licensed principal or one year of a supervised board of public education approved administrative internship as superintendent; and~~

~~(iii) a minimum of 18 semester graduate credits, of which 12 must be beyond the master's degree, in the following content areas:~~

~~(A) organizational leadership;~~

~~(B) instructional leadership;~~

~~(C) management to include finance, facilities, law and policy;~~

~~(D) personnel and labor relations; and~~

~~(E) community and board relations.~~

(3) A Class 3 administrative license endorsed as a superintendent shall be renewed as follows:

(a) for those applicants meeting all licensure requirements at the time of initial application, verification of 60 renewal units earned during the valid term of the license; or

(b) for those applicants not meeting the requirement of (1)(b)(vii), verification of three semester credits of college coursework in Montana school law and three semester credits of college coursework in Montana school finance earned during the valid term of the initial Class 3 license.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.415 CLASS 3 ADMINISTRATIVE LICENSE – ELEMENTARY PRINCIPAL ENDORSEMENT (1) remains the same.

(a) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at the elementary level; and

(b) remains the same.

(c) a master's degree from any accredited professional educator preparation program and a minimum of 24 graduate semester credits from a school administrator preparation program in the following content areas:

(i) and (ii) remain the same.

(iii) management to include finance and law successful completion of three semester credits of college coursework in Montana school law; and

(iv) remains the same.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.416 CLASS 3 ADMINISTRATIVE LICENSE – SECONDARY PRINCIPAL ENDORSEMENT (1) remains the same.

(a) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at the secondary level; and

(b) remains the same.

(c) a master's degree from any accredited professional educator preparation program and a minimum of 24 graduate semester credits from a school administrator preparation program in the following content areas:

(i) and (ii) remain the same.

(iii) ~~management to include finance and law~~ successful completion of three semester credits of college coursework in Montana school law; and

(iv) remains the same.

(2) A Class 3 administrative license endorsed as a secondary principal shall be renewed upon verification of 60 renewal units earned during the valid term of the license.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.417 CLASS 3 ADMINISTRATIVE LICENSE – K-12 PRINCIPAL ENDORSEMENT (1) through (1)(b) remain the same.

(c) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at any level within K-12; and

(d) remains the same.

(2) A Class 3 administrative license endorsed as a K-12 principal shall be renewed upon verification of 60 renewal units earned during the valid term of the license.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.418 CLASS 3 ADMINISTRATIVE LICENSE – SUPERVISOR ENDORSEMENT (1) remains the same.

(2) A Class 3 administrative license endorsed as a supervisor shall be renewed upon verification of 60 renewal units earned during the valid term of the license.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.419 CLASS 3 ADMINISTRATIVE LICENSE – SPECIAL EDUCATION SUPERVISOR ENDORSEMENT (1) remains the same.

(2) A Class 3 administrative license endorsed as a special education supervisor shall be renewed upon verification of 60 renewal units earned during the valid term of the license.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.420 CLASS 4 CAREER AND VOCATIONAL/TECHNICAL EDUCATION LICENSE (1) A Class 4 license is specific to career and vocational/technical education and shall be valid for a period of five years.

(2) There are three types of Class 4 licenses: — Class 4A, 4B and 4C.

(2) A class 4 license shall be valid for a period of five years.

(a) A Class 4A license shall be issued to individuals holding a valid Montana secondary level teaching license, but without an appropriate career and technical education endorsement;

(b) A Class 4B license shall be issued to individuals with at least a bachelor's degree, but who do not hold a valid Montana secondary level teaching license with the appropriate career and technical education endorsement;

(c) A Class 4C license shall be issued to individuals who hold at least a high school diploma or GED and meet the minimum requirements for endorsement.

(3) remains the same.

(a) Class 4A licenses (with a bachelor's degree) shall be renewable by earning 60 renewal units, 40 of which must be earned through college credit. Endorsement related to technical studies may be accepted with prior approval. The first renewal must show evidence of renewal units earned in the following content areas:

(i) principles and/or philosophy of career and technical education;

(ii) safety and teacher liability.

(b) Class 4A licenses (with a master's degree) shall be renewable by earning 60 renewal units. The first renewal must show evidence of renewal units earned in the following content areas:

(i) principles and/or philosophy of career and technical education; and

(ii) safety and teacher liability.

(c) Class 4B or 4C licenses shall be renewable by earning 60 renewal units, 40 of which must be earned through college credit. Appropriate coursework to renew a Class 4B or 4C license includes the following:

(i) principles and/or philosophy of career and technical education;

(ii) curriculum and instruction in career and technical education;

(iii) learning styles/teaching styles; including serving students with special needs;

(iv) safety and teacher liability;

(v) classroom management;

(vi) teaching methods;

(vii) career guidance in career and technical education; and

(viii) endorsement related technical studies, with prior approval.

(4) Recognized occupations eligible for a class 4 license shall be evaluated on an annual basis by the Superintendent of Public Instruction. Current appropriate class 4 career and vocational/technical occupational areas are set forth in ARM 10.57.301(4). Endorsements not on the list of recognized occupations may be retained as long as the holder continues to renew the license.

(5) A lapsed Class 4 license may be reinstated by showing verification of the following:

- (a) for Class 4A licenses:
 - (i) if the licensee does not have a master's degree, 60 renewal units, 40 of which must be earned by college credit or prior approved endorsement related technical studies, earned during the five-year period preceding the validation date of the new license; or
 - (ii) if the licensee has a master's degree, 60 renewal units earned during the five-year period preceding the validation date of the new license.
 - (b) for Class 4B and 4C licenses, the licensee must verify completion of four semester credits of coursework in the following areas:
 - (i) principles and/or philosophy of career and technical education;
 - (ii) curriculum and instruction in career and technical education;
 - (iii) learning styles/teaching styles; including serving students with special needs;
 - (iv) safety and teacher liability;
 - (v) classroom management;
 - (vi) teaching methods;
 - (vii) career guidance in career and technical education;
 - (viii) endorsement related technical studies, with prior approval.
- ~~60 renewal units, 40 of which must be earned by college credit and/or technical studies if the licensee does not have a master's degree, earned during the five-year period preceding the validation date of the new license;~~
- ~~(b) 120 renewal units, 80 of which must be earned by college credit and/or technical studies if the licensee does not have a master's degree, earned during the nine-year period preceding the validation date of the new license;~~
 - ~~(c) 60 renewal units earned during the five-year period preceding the validation date of the new license if the licensee has a master's degree; or~~
 - ~~(d) 120 renewal units earned during the nine-year period preceding the validation date of the new license if the licensee has a master's degree.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.421 CLASS 4A CAREER AND VOCATIONAL/TECHNICAL EDUCATION LICENSE ENDORSEMENTS (1) Recognized occupations eligible for a Class 4 license shall be evaluated on an annual basis by the Superintendent of Public Instruction. Appropriate career and technical education areas acceptable for endorsement on the Class 4 license include but are not limited to the following: automotive technology, welding, auto body, industrial mechanics, small engines, heavy equipment operations, electronics, horticulture, agriculture mechanics, building trades, building maintenance, culinary arts, metals, drafting, computer information systems, graphic arts, aviation, health occupations, machining, diesel mechanics, videography, and theater arts. Endorsements not on the list of recognized occupations may be retained as long as the holder continues to renew the license.

(2) To obtain an endorsement on a Class 4 license, an applicant must provide the following:

(a) verification of a minimum of 10,000 hours of documented work experience which may include apprenticeship training, documenting the knowledge and skills required in the specific trade in which they are to teach. Acceptable documentation is determined by the superintendent and may include, but is not limited to:

(i) work experience completed and verified by previous employers, to include a detailed description of the duties performed during employment;

(ii) for self-employed individuals, examples of projects completed, letters of verification from clients or customers, profit and loss statements demonstrating the viability of the business or self-employment;

(iii) verification of teaching experience in the area requested for endorsement, accompanied by verification of substantial work experience in the area requested for endorsement;

(iv) certificates of completion of appropriate technical programs or related college degrees and coursework, and industry certification (e.g., ASE, AWS);

(b) for health occupations or computer information systems, an alternative to the above requirement of 10,000 hours work experience may be substituted as approved by the Superintendent of Public Instruction as follows:

(i) for health occupations:

(A) hold a Class 1 or 2 license with an endorsement in health or any of the science areas;

(B) verification of participation in or completion of an approved internship program in a medical setting; and

(C) successful completion of coursework in human biology and anatomy and physiology; or

(D) hold a current professional license or certificate in a related health occupation field;

(ii) for computer information systems an individual may provide verification of completion of an approved technical program in a recognized training institution and hold a professional license or recognized industry standard certificate.

(3) A Class 4A, 4B, or 4C career and technical education license may be approved to teach traffic education if the license meets the requirements of ARM 10.13.310. A class 4A license shall be issued to individuals holding a valid Montana secondary level teaching license, but without an appropriate career and vocational/technical education endorsement, and who meet the following minimum requirements:

(a) 10,000 hours of documented work experience or apprenticeship training equal to 10,000 hours in the specific trade in which they are to teach;

(b) for computer information systems or health occupations, an alternative to the above requirement of 10,000 hours work experience may be substituted, as approved by the Superintendent of Public Instruction as follows:

(i) for health occupations an individual may hold a related health or science education endorsement, have completed an approved internship program in a recognized medical setting of a minimum of 200 hours (five weeks), and hold a current professional license or certificate.

~~(ii) for computer information systems an individual may provide verification of completion of an approved technical program in a recognized training institution and hold a professional license or recognized industry standard certificate.~~

~~(2) Class 4A licenses (with a master's degree) shall be renewable by earning 60 renewal units. The first renewal must show evidence of renewal units earned in the following content areas:~~

~~(a) principles and/or philosophy of career and vocational/technical education; and~~

~~(b) safety and teacher liability.~~

~~(3) Class 4A licenses (with a bachelor's degree) shall be renewable by earning 60 renewal units, 40 of which must be earned through college credit and/or technical studies. The first renewal must show evidence of renewal units earned in the following content areas:~~

~~(a) principles and/or philosophy of career and vocational/technical education; and~~

~~(b) safety and teacher liability.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.424 CLASS 5 ALTERNATIVE LICENSE (1) remains the same.

(2) An applicant for a Class 5 alternative license must sign and file with the Superintendent of Public Instruction a plan of professional intent leading to the Class 1, 2, 3, or 6 license within three years of the date of the alternative license.

(3) A Class 5 alternative license is available with any endorsement normally allowed for Class 1, 2, 3, or 6 licenses.

(4) Class 5 alternative license holders are not eligible for a Board of Public Education approved internship program in the same endorsement area subsequent to the Class 5 licensure expiration date.

(5) When the endorsement-specific requirement in ARM 10.57.425 through 10.57.432 requires a master's degree, master's degrees which do not meet the specific requirement may be accepted with university approval.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.425 CLASS 5 ALTERNATIVE LICENSE – ELEMENTARY LEVEL

(1) remains the same.

(a) a bachelor's degree from an accredited college or university meeting or exceeding the minimal educator licensure requirements set forth in ARM 10.57.102(14);

(b) a minimum of 60 semester credits of academic preparation in language arts and literature, history, government and related social science, mathematics, and any two of the following: art, music, foreign languages, speech, drama, library science, or health; and

(c) professional preparation of at least six semester credits to include human growth and development, reading and/or language arts, social studies, and arithmetic; and

(d) for those licensees who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.426 CLASS 5 ALTERNATIVE LICENSE – SECONDARY LEVEL

(1) remains the same.

(a) a bachelor's degree from an accredited college or university meeting or exceeding the minimal educator licensure requirements set forth in ARM

10.57.102(14);

(b) a minimum of 30 semester credits in an area approved by the Board of Public Education for endorsement; and

(c) professional educator preparation of at least six semester credits; and

(d) for those licensees who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.427 CLASS 5 ALTERNATIVE LICENSE – SUPERINTENDENT ENDORSEMENT (1) remains the same.

(a) a master's degree in educational leadership from an accredited professional educator preparation program or equivalent;

(b) eligibility for a Class 1, 2, or 5, or 6 teaching license at the appropriate level;

(c) verification a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at any level teaching experience; and

(d) verification of one year of appropriately licensed experience as a principal or one year of a supervised Board of Public Education approved administration internship as superintendent.

(2) Licensees more than six semester credits from meeting requirements for full licensure must also submit written evidence of either:

(a) enrollment in an accredited professional educator preparation program leading to the superintendent endorsement and enrollment in the Board of Public Education approved internship program as outlined in ARM 10.55.703; or

(b) enrollment in an accredited professional educator preparation program leading to the superintendent endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:

(i) supervision of the licensee by university personnel;

(ii) annual on-site visitations by the university supervisor; and

(iii) progress toward completion of requirements for the superintendent endorsement.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.428 CLASS 5 ALTERNATIVE LICENSE – ELEMENTARY PRINCIPAL ENDORSEMENT (1) To obtain a Class 5 alternative license with an elementary principal endorsement, an applicant must provide verification of:

- (a) remains the same.
- (b) eligibility for a Class 1, 2, or 5, or 6 teaching license at the elementary level; and
- (c) verification a minimum of three years of successful teaching experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at the elementary level.

(2) Licensees more than six semester credits from meeting requirements for full licensure must also submit written evidence of either:

(a) enrollment in an accredited professional educator preparation program leading to the elementary principal endorsement and enrollment in the Board of Public Education approved internship program as outlined in ARM 10.55.703; or

(b) enrollment in an accredited professional educator preparation program leading to the elementary principal endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:

- (i) supervision of the licensee by university personnel;
- (ii) annual on-site visitations by the university supervisor; and
- (iii) progress toward completion of requirements for the superintendent endorsement.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.429 CLASS 5 ALTERNATIVE LICENSE – SECONDARY PRINCIPAL ENDORSEMENT (1) and (1)(a) remain the same.

- (b) eligibility for a Class 1, 2, or 5, or 6 teaching license at the secondary level; and

(c) verification a minimum of three years of successful teaching experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at the elementary level.

(2) Licensees more than six semester credits from meeting requirements for full licensure must also submit written evidence of either:

(a) enrollment in an accredited professional educator preparation program leading to the secondary principal endorsement and enrollment in the Board of Public Education approved internship program as outlined in ARM 10.55.703; or

(b) enrollment in an accredited professional educator preparation program leading to the secondary principal endorsement and an equivalent accredited

university-provided professional educator intern program which must include or provide:

- (i) supervision of the licensee by university personnel;
- (ii) annual on-site visitations by the university supervisor; and
- (iii) progress toward completion of requirements for the superintendent endorsement.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.430 CLASS 5 ALTERNATIVE LICENSE – K-12 PRINCIPAL
ENDORSEMENT (1) and (1)(a) remain the same.

(b) eligibility for a Class 1, 2, or 5, or 6 teaching license at any level within K-12; and

(c) verification a minimum of three years of successful teaching experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at any level with K-12.

(2) Licensees more than six semester credits from meeting requirements for full licensure must also submit written evidence of either:

(a) enrollment in an accredited professional educator preparation program leading to the K-12 principal endorsement and enrollment in the Board of Public Education approved internship program as outlined in ARM 10.55.703; or

(b) enrollment in an accredited professional educator preparation program leading to the K-12 principal endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:

- (i) supervision of the licensee by university personnel;
- (ii) annual on-site visitations by the university supervisor; and
- (iii) progress toward completion of requirements for the superintendent endorsement.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.432 CLASS 5 ALTERNATIVE LICENSE – SPECIALIST
ENDORSEMENT (1) remains the same.

(a) a master's degree or greater in school psychology or related field from an accredited school psychologist professional educator preparation program; and

(b) completion of at least 12 of the following 16 requirements: recommendation from the Montana Association of School Psychologists Competency Review Board.

(i) undergraduate or graduate general education/psychology course work/content to include:

- (A) careers;
- (B) human growth and development;
- (C) general psychology;
- (D) abnormal psychology; and
- (E) learning theory;

~~(ii) undergraduate or graduate general education course work/content to include:~~

- ~~(A) exceptional children (must include special education);~~
- ~~(B) curriculum development;~~
- ~~(C) diagnosis and remediation of reading; and~~
- ~~(D) educational evaluation; and~~

~~(iii) graduate psychological methods and techniques course work/content to include:~~

- ~~(A) individual intelligence testing;~~
- ~~(B) child psychopathology and achievement testing;~~
- ~~(C) personality assessment;~~
- ~~(D) interviewing and counseling;~~
- ~~(E) behavior interventions;~~
- ~~(F) school psychology practicum/internship; and~~
- ~~(G) administration, role and function of school psychology; and~~
- ~~(c) specific completion of the individual intelligence testing requirement.~~

(2) remains the same.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.433 CLASS 6 SPECIALIST LICENSE (1) through (3) remain the same.

(4) A lapsed Class 6 specialist license may be reinstated by showing verification of:

- (a) four graduate semester credits or equivalent renewal units earned during the five-year period preceding the validation date of the new license; or
- ~~(b) eight graduate semester credits or equivalent renewal units earned during the nine-year period preceding the validation date of the new license.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.434 CLASS 6 SPECIALIST LICENSE – SCHOOL PSYCHOLOGIST

(1) and (1)(a) remain the same.

(b) a master's degree in school psychology or a master's degree which includes the following minimums: an education specialist degree in a related field from an accredited institution; and

(c) recommendation from the Montana Association of School Psychologists Competency Review Board after completion of an oral examination.

~~(i) 10 semester credits in general education/psychology (graduate or undergraduate) training to include:~~

- ~~(A) new careers or transitions;~~
- ~~(B) human growth and development;~~
- ~~(C) general psychology;~~
- ~~(D) educational psychology; and~~
- ~~(E) abnormal psychology;~~

~~(ii) completion of the following course work is required at either the undergraduate or graduate level, provided the applicant has a master's degree from an accredited program:~~

- ~~(A) exceptional children (must include special education);~~
- ~~(B) curriculum development;~~
- ~~(C) diagnosis and remediation of reading; and~~
- ~~(D) educational evaluation; and~~

~~(iii) completion of the following specific course work in psychological methods and techniques is required at the graduate level:~~

- ~~(A) individual intelligence testing;~~
- ~~(B) child psychopathology;~~
- ~~(C) personality assessment;~~
- ~~(D) interviewing and counseling;~~
- ~~(E) behavioral interventions;~~
- ~~(F) school psychology practicum/internship (a minimum of four semester hours of graduate credit or appropriate waiver); and~~
- ~~(G) administration, role and function of school psychology.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.435 CLASS 6 SPECIALIST LICENSE – SCHOOL COUNSELOR

(1) remains the same.

(2) A Class 6 specialist endorsed in school counseling may be approved to teach traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.436 CLASS 7 AMERICAN INDIAN LANGUAGE AND CULTURE SPECIALIST (1) through (3) remain the same.

(4) A Class 7 American Indian language and culture specialist licensee may be approved to teach traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.

(4) and (5) remain the same but are renumbered (5) and (6).

AUTH: 20-4-102, MCA

IMP: 20-4-103, 20-4-106, MCA

10.57.601A DEFINITION OF "IMMORAL CONDUCT" (1) remains the same.

(a) sexual contact, as defined in 45-2-101~~(66)~~ (67), MCA, or sexual intercourse as defined in 45-2-101~~(67)~~ (68), MCA, between a teacher, specialist, or administrator and a person the teacher, specialist, or administrator knows or reasonably should know is a student at a public or private elementary or secondary school;

(b) through (b)(xx) remain the same.

(xxi) 45-5-622(3), MCA (endangering welfare of children);

(c) through (d) remain the same.

(e) falsifying, intentionally misrepresenting, willfully omitting, or being negligent in reporting information submitted to federal, state, and other governmental agencies such as professional qualifications, criminal history, and information submitted in the course of an official inquiry or investigation, college or professional development credit and/or degrees, academic awards, and employment history when applying for employment and/or licensure, or when recommending an individual for employment, promotion, or licensure.

AUTH: 20-4-102, MCA

IMP: 20-4-110, MCA

4. Statement of Reasonable Necessity: By authority of 20-4-102, MCA the Board of Public Education adopts policies for the issuance of teacher licenses. The board regularly considers recommendations for revision of the policies at any time it deems necessary. Every five years the board makes a comprehensive review of licensure policies to ensure that such policies are meeting the needs of the state. Therefore, the Board of Public Education has determined it is reasonable and necessary to amend and repeal rules relating to chapter 57, educator licensure. The Certification Standards and Practices Advisory Council staff and the Office of Public Instruction staff facilitated the comprehensive process to amend chapter 57, educator licensure with input from Montana P-20 education stakeholders.

5. The rules proposed for repeal follow:

ARM 10.57.104 STUDENT TEACHING/SUPERVISED PRACTICE is being repealed because the provisions in this rule have been included in ARM 10.57.201.
AUTH: 20-4-102, MCA; IMP, 20-4-102, MCA

ARM 10.57.110 AREA OF PERMISSIVE SPECIALIZED COMPETENCY is being repealed because the provisions in this rule have been included in ARM 10.57.413.
AUTH: 20-4-102, MCA; IMP, 20-4-103, MCA

ARM 10.57.220 RECENCY OF CREDIT is being repealed because the provisions in this rule have been included in ARM 10.57.201.
AUTH: 20-4-102, 20-4-103, MCA; IMP, 20-4-102, 20-4-103, 20-4-106, MCA

ARM 10.57.422 CLASS 4B CAREER AND VOCATIONAL/TECHNICAL EDUCATION LICENSE is being repealed because the provisions in this rule have been included in ARM 10.57.420 and 10.57.421.
AUTH: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA

ARM 10.57.423 CLASS 4C CAREER AND VOCATIONAL/TECHNICAL EDUCATION LICENSE is being repealed because the provisions in this rule have been included in ARM 10.57.420 and 10.57.421.

AUTH: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA

6. Pursuant to the agreement between the Board of Public Education and the Legislature, the board does not anticipate any implementation costs, but shall request and report in its adoption notice any cost estimates received from districts during the hearing.

7. Concerned persons may present their data, views, or arguments, either orally or in writing, at the hearing. Written data, views, or arguments may also be submitted by mail to the Board of Public Education, P.O. Box 200601, Helena, Montana 59620-0601, or by e-mail to smeloy@mt.gov and must be received no later than 5:00 p.m. on February 26, 2009.

8. Steve Meloy has been designated to preside over and conduct the hearing.

9. The Board of Public Education maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to Steve Meloy, P.O. Box 200601, Helena, Montana 59620-0601, faxed to the office at (406) 444-0847, by e-mail to smeloy@mt.gov, or may be made by completing a request form at any rules hearing held by the Board of Public Education.

10. The bill sponsor notice requirements of 2-4-302, MCA, do not apply.

11. The requirements of 20-1-501, MCA, have been fulfilled. Copies of these rules have been sent to all tribal governments in Montana.

/s/ Patty Myers
Patty Myers, Chairperson
Board of Public Education

/s/ Steve Meloy
Steve Meloy, Rule Reviewer
Board of Public Education

Certified to the Secretary of State January 20, 2009.

NASDTEC 81st Annual Conference

NASDTEC - National Association of State Directors of Teacher Education & Certification

INTRODUCTION

AGENDA

HOST CITY

REGISTER

PROPOSALS

81st Annual Conference May 31 - June 3, 2009 Hyatt Regency Riverfront Jacksonville, Florida

Shifting Sands: Sculpting the New Face of Education

Our conference theme is designed to highlight the changes expected as the new administration begins its efforts to fulfill pledges to reshape public education in the United States. Speakers will focus on several important areas: *Educator Preparation, Certification, Professional Practices, Program Approval, Technology, and Leadership*. The 3 1/2 day conference will provide a mix of general sessions, breakouts, interactive discussions, and networking opportunities.



As of Tuesday, February 10, 2009 most of the conference speakers have been confirmed and session titles and speaker names have been posted to the working agenda. There may still be some session shifts and additional speakers added, but the current version will give you a fairly accurate picture of what the program is going to be.

To see the working agenda, [click here](#).

Sponsorship Opportunities & Exhibits

We have a number of sponsorship opportunities available for organizations interested in supporting NASDTEC and the program of the 81st annual conference. There are three areas in which we offer sponsorships, Speakers, Meals and Breaks, and Attendee Gifts. For more information about sponsorships [Click here](#) to view the Sponsorship form.

EXHIBITS:

We have space for a limited number of exhibits (maximum of 10) at the conference. The exhibits are usually table-top or pop-up type and are set up in the pre-function area outside the general session room. Morning and afternoon breaks are set up in this area so attendees have time to view your exhibit and ask questions. If you are interested in exhibiting, [click here](#) for details or call the NASDTEC office

for information (508/380-1202.)



For more information about the conference click on any of the items below:

Sign up today for the 81st Annual Conference

Or browse this site for more details about --

- **Registration fees** and requirements
- **Conference sessions and schedules**
- **Hotel** accommodations/registration
- **Host city** information
- **More information** about NASDTEC

Or contact NASDTEC for more information--

- Email **rje@nasdtec.com**
- Phone (508) 380-1202
- Fax (508) 278-5342

NASDTEC June 2009 Conference
Preliminary Agenda Rev-4 February 18, 2009
Shifting Sands: Sculpting the New Face of Education

	Sunday, May 31, 2009	
7:30 – 8:30	General Breakfast First-Timer Breakfast	
8:45 – 9:30	Opening Remarks NASDTEC President, Kathleen DeFelice, Vice President, Vance Rugaard Florida Commissioner of Education	
9:30 – 9:45	BREAK	
9:45 – 11:00	General Session #1 America's Perfect Storm	Linda Tyler ETS
11:00 – 11:15	BREAK	
11:15 – 12:00	Discussion Groups	
12:00 – 1:00	LUNCH	
1:15 – 2:30	Concurrent Session Block A A-1 – Development of a Statewide Framework for Internship Programs for School Leaders A-2 – Forensic Data Evidence, What Is It and How Do You Use It? A-3 – Test Results for Program Improvement	Jan Amator, and Patricia Hardy, Arizona Department of Education Jan Dowling, Wellington Consulting Group Stacy Aruda, Tampa FBI Anne Marie Fenton, Georgia Professional Standards Commission; Jeanne Clayton, Evaluation Systems group of Pearson; Julie Lee and Philip Gunter, Dewar College of Education, Valdosta State University;
2:35 – 3:00	Intro to cultural event	
3:30 -	Cultural Event Sponsored by Evaluation Systems group of Pearson	

	Monday, June 1, 2009	
7:30 – 9:30	Regional Breakfast Meetings Breakfast sponsored by ETS	
9:30 – 9:45	BREAK	
9:45 – 11:00	General Session #2 Shifts on the National Level: An Update on Accreditation	Melanie Biermann, TEAC; Shari Francis, NCATE
11:15 – 12:15	Concurrent Session Block B B-1 – Title II, Higher Education Opportunity Act Accountability, Implications for States and Teacher Preparation Programs B-2 – The SC Teacher Advancement Program B-3 – Using Teacher Licensure Assessment Data to Inform Educator Preparation & Certification	Allison Henderson and Elizabeth Dabney, Westat Jason Culbertson, South Carolina Department of Education Barbara Seiffert, Pennsylvania Department of Education; Kathleen Ruthovsky, Pennsylvania Association of Colleges of Teacher Education; and Jerry DeLuca, ETS
12:15 – 1:15	LUNCH	
1:30 – 3:00	Roundtable Discussion Groups Topics to be nominated by attendees	
3:00 – 3:15	BREAK	
3:15 – 4:30	Concurrent Session Block C C-1 –2010 -2015 Interstate Agreement Interstate Committee C-2 – Georgia New Teacher Ethics Seminars C-3 – A Performance-based Approval Process for Teacher Preparation Programs	Jim Putman, Nebraska Department of Education Gary Walker, Georgia Professional Standards Commission Kathryn Hebda, Florida Department of Education
5:30 – 7:00	President's Reception sponsored by ETS	

	Tuesday, June 2, 2009	
7:30 – 8:30	General Breakfast	
8:45 – 10:00	General Session #3 The Changing Landscape of Federal Teacher Quality Policy	James Butler, John Clement US Department of Education
10:00 -10:15	BREAK	
10:15 -11:45	Themed Committee Meetings Associate Member Committee Interstate Committee Professional Practices Committee Professional Preparation & Continuing Development Committee Technology Committee	
11:45 – 1:15	LUNCH Sponsored by Evaluation Systems group of Pearson Doug Bates Award Presentation	
1:15 – 2:30	Concurrent Session Block D D-1 – School Transformation; What Does it Mean for Teacher Certification? D-2 – California’s Vision of Paperless Certification D-3 – Clearinghouse System Changes Professional Practices Committee	Richard Blais, Project Lead the Way Patty Wohl, California Commission on Teacher Credentialing Victoria Chamberlain, Oregon Teacher Standards and Practices Commission
2:30 – 2:45	BREAK	
2:45 – 3:45	General Session # 4 NCATE and Accreditation: An Update	James Cibulka, NCATE
4:00 – 5:00	General Session # 5 NASDTEC Business Meeting All invited	NASDTEC

	Wednesday, June 3, 2009	
7:30 – 9:00	NASDTEC Board Breakfast Meeting	
8:00 – 9:00	General Breakfast	
9:00 – 10:15	General Session #6	
	Education and the New Administration	Penny Earley
10:15 – 10:30	BREAK	
10:30 – 12:00	General Session #6 Online Programs, State Approval, and Interstate Consideration	TBA
12:00 -12:30	Conference Wrap up	

**JOINT CSPAC/BPE MEETING
THURSDAY, MARCH 12, 2009**

*Front Street Learning Center
815 Front Street
Helena, Montana 59601*

Starting at 8:30 A.M.

CALL TO ORDER

- A. Pledge of Allegiance
- B. Roll Call
- C. Statement of Public Participation
- D. Welcome Visitors
- E. Adopt Agenda

PUBLIC COMMENT

CONSENT AGENDA

- A. Items Pulled from Consent Agenda if Requested

**ITEM 1 SPOTLIGHT ON THE OPI INFORMATION TECHNOLOGY SERVICES DIVISION:
OPI WEBSITE TOUR – Ms. Cheri Bergeron, OPI**

ITEM 2 CSPAC ANNUAL REPORT – Dr. Douglas Reisig

ITEM 3 MARCH 11th CSPAC MEETING SUMMARY – Dr. Douglas Reisig

ITEM 4 PROGRESS ON CSPAC GOALS – Dr. Douglas Reisig

**ITEM 5 UPDATE ON THE DEVELOPMENT OF THE AREA OF PERMISSIVE SPECIALIZED
COMPETENCY FOR MENTOR TEACHERS – Ms. Judie Woodhouse, Dr. Jayne
Downey, Mr. Pete Donovan**

**ITEM 6 REPORT ON REVIEW PANEL PROCESS FOR CLASS 8 DUAL CREDIT-ONLY
POSTSECONDARY FACULTY LICENSE – Ms. Elizabeth Keller, Dr. Linda Vrooman
Peterson**

ADJOURN

The Montana Board of Public Education is a Renewal Unit Provide. Attending a Board of Public Education Meeting may qualify you to receive renewal units. One hour of contact time = 1 renewal unit, up to 4 renewal units per day. Please complete the necessary information on the sign-in sheet, if you are applying for renewal units.

The Certification Standards and Practices Advisory Council will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate. Persons requiring such accommodations should make their requests to the Board of Public Education as soon as possible before the meeting to allow adequate time for special arrangements. You may write or call: CSPAC, PO Box 200601, 46 North Last Chance Gulch, Helena, MT 59620-0601, (406) 444-6576.

EXECUTIVE SUMMARY

DATE: MARCH 2009

PRESENTATION: Tour of the Office of Public Instruction's Web Site

PRESENTER: Cheri Bergeron, Bureau Chief
Office of Public Instruction

OVERVIEW: This presentation will include a brief tour of Office of Public Instruction's (OPI) Web site www.opi.mt.gov . Key points will be an overview and the mission of the OPI Web pages; an overview of the standard structure of the Web pages; and some navigation tips as well as to answer specific questions about the Web page the Board may have.

REQUESTED DECISION(S): None

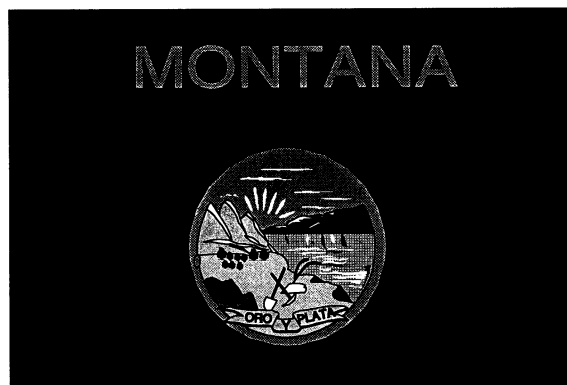
OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

2008 ANNUAL REPORT

OF THE

MONTANA CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL



TO THE

MONTANA BOARD OF PUBLIC EDUCATION

March 12, 2009

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Mission Statement

The mission of the Certification Standards and Practices Advisory Council is to study and to make recommendations to the Board of Public Education on certification issues concerning teachers, administrators and specialists; professional standards and ethical conduct; the status and efficacy of approved teacher education programs in Montana; and policies related to the denial, suspension and revocation of educator certification and the appeals process.

The Certification Standards and Practices Advisory Council will submit a report to the Board of Public Education with recommendations for the above areas at least once annually.



Professional Educators of Montana Code of Ethics

Preamble

Education in Montana is a public endeavor. Every Montanan has a responsibility for the schooling of our young people, and the state has charged professional educators with the primary responsibility of providing a breadth and depth of educational opportunities.

The professional conduct of every educator affects attitudes toward the profession and toward education. Aware of the importance of maintaining the confidence of students, parents, colleagues and the public, Montana educators strive to sustain the highest degree of ethical conduct. While the freedom to learn and the freedom to teach are essential to education in a democracy, educators in Montana balance these freedoms with their own adherence to this ethical code.

The Professional Educator in Montana:

Makes the well-being of students the foundation of all decisions and actions.

- Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical, or illegal practice of any person.
- Provides educational services with respect for human dignity and the uniqueness of the student.
- Safeguards the student's right to privacy by judiciously protecting information of a confidential nature.

Fulfills professional responsibilities with diligence and integrity.

- Enhances individual competence by increasing knowledge and skills.
- Exemplifies and fosters a philosophy of education which encourages a lifelong pursuit of learning.
- Contributes to the development and articulation of the profession's body of knowledge.
- Promotes professionalism by respecting the privacy and dignity of colleagues.
- Demands that conditions of employment are conducive to high-quality education.

Models the principles of citizenship in a democratic society.

- Respects the individual roles, rights, and responsibilities of the community; including parents, trustees, and colleagues.
- Assumes responsibility for individual actions.
- Protects the civil and human rights of students and colleagues.

MONTANA CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL

**PO Box 200601
46 North Last Chance Gulch
Helena, Montana 59620-0601
Telephone:(406) 444-6576
Fax:(406) 444-0847**

2008 MEMBERSHIP

Dr. Douglas Reisig, Chair

Missoula
School Administrator

Melodee Smith-Burreson, Vice-Chair

Missoula
Elementary Teacher

Sharon Applegate

Kalispell
Elementary Teacher

Mary Susan Fishbaugh

Billings
Higher Education

Tonia Bloom

Corvallis
School Trustee

Patty Muir

Laurel
Reading Specialist

Judie Woodhouse

Polson
Secondary Teacher

CSPAC Staff:

Peter Donovan
E-mail: pdonovan@mt.gov

Administrative Officer

Anneliese Warhank
E-mail: awarhank@mt.gov

CSPAC Administrative
Assistant

CSPAC Goals for 2008-2009

- 1) Study and make recommendations to the Board of Public Education on the status and efficacy of approved teacher educator programs in Montana.
- 2) Study and make recommendations to the Board of Public Education in the areas of pre-certification training and educational requirements and in certification renewal requirements and procedures.
- 3) Study and make recommendations to the Board of Public Education on policies related to the denial, suspension, and revocation of teachers' certificates and the appeals process.
- 4) Study and make recommendations to the Board of Public Education on the feasibility of establishing standards of professional practices and ethical conduct.
- 5) Study and make recommendations to the Board of Public Education on the status and efficacy of alternative and/or nontraditional teacher preparation opportunities.



HIGHLIGHTS OF 2008 CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL MEETINGS

Highlights of the January 17, 2008 CSPAC Meeting

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on January 17, 2008, at Capital High School in Helena, Montana. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Dr. Douglas Reisig, School Administrator, Missoula; Vice-Chair, Ms. Melodee Smith-Burreson, Teacher, Missoula; Ms. Charla Bunker, Teacher, Great Falls (who was unable to attend due to inclement weather); Ms. Tonia Bloom, Trustee, Corvallis; Ms. Kim Warrick, Reading Specialist, Bozeman; Ms. Judie Woodhouse, Teacher, Polson; and Dr. Mary Susan Fishbaugh, Dean of the College of Education, Montana State University-Billings, Billings.

Meeting attendees included: Dr. Larry Baker, MSU-Bozeman; Dr. Linda Vrooman Peterson, OPI; Mr. Larry Nielsen, MEA-MFT; Mr. Marco Ferro, MEA-MFT; Mr. Martin Horejsi, MSeLC; Ms. Elizabeth Keller, OPI; Dr. Robert Carson, MSU-Bozeman; Mr. Mike Miller, UM Western; Mr. Bud Williams, OPI.

Executive Committee

Dr. Reisig mentioned the updates to the agenda. Correspondence letters were discussed including an invitation to the BPE Safety Awareness Meeting, invitation to the Montana Education Forum Planning Committee, and an article from the MTSBA newsletter on Chapter 57, and the re-adoption of CSPAC letterhead. The Council approved the Annual Report, decided to maintain the Code of Ethics, and adopted the short term goals.

Administrative Officer's Report

Mr. Donovan provided CSPAC with a summary of meetings he attended since the October CSPAC meeting and with an update on his activities with NASDTEC. Along with Dr. Reisig and Ms. Smith-Burreson, Mr. Donovan spoke about the previous week's Western States Certification

Conference. Mr. Donovan, along with Mr. Meloy spoke about the Distance Learning Task Force Phase II (DLTFII) meeting held on Tuesday, January 15, 2008.

Board of Public Education Report

Mr. Meloy spoke more about the DLTFII meeting and the task force's accomplishments. Mr. Meloy also discussed deal enrollment and fiscal responsibilities and how this would affect high school rigor. He updated the council on an audit from the Legislative Finance Committee and BPE's building situation. Mr. Meloy ended by asking the Council if they would be interested in helping BPE with determining new standards for interpreters working with K-12 deaf and blind students in Montana.

Montana Commission on Teaching Committee Report

Ms. Smith-Burreson and Ms. Woodhouse spoke briefly about the mentoring survey report. The reports seemed to confirm the previous idea that mentoring programs greatly help in retaining new teachers, but time and money keep many schools from implementing such programs. Discussion ensued on ways to make these programs possible in all schools.

Licensure and Endorsement Committee

Ms. Keller spoke about the work the Chapter 57 workgroup has done in defining the requirements for teacher licensing in Montana.

Dr. Reisig's Presentation to the Council

Dr. Reisig allowed the Council to preview a presentation he plans on presenting to the Board of Public Education at the joint meeting with them in March. Dr. Reisig asked the Council for feedback on the PowerPoint.

Montana Schools e-Learning Consortium Presentation

Mr. Horejsi of the University of Montana, Missoula came before the Council to present the ideas behind the Montana Schools e-Learning Consortium. He spoke of the positive impact a program like this would have on both children and adults looking to improve their education.

Professional Preparation and Continuing Education Committee Report

Ms. Bloom informed the Council that Dr. Fishbaugh and herself plan on attending the Higher Ed Consortium at Chico Hot Springs January 31-February 1, 2008. Dr. Fishbaugh also spoke of the work MSU Billings School of Education had done at planning an Education Summit to be held the week prior to MEA-MFT's Education Forum September 19, 2008.

OPI Update

Dr. Vrooman Peterson spoke to the Council about the work OPI has done with MSeLC, Library Media Technology, and Full-Time Kindergarten. She also mentioned a number of positions were still opened for hire at OPI and will remain open until filled. She finished by talking about the proposed standards for incoming university students by the K-College Workgroup.

Plan for Future Conferences

Mr. Donovan spoke briefly about the NASDTEC conference June 1-4, 2008 in Rhode Island.

Public Comment

There was no public comment.

Highlights of the March 5, 2008 CSPAC Meeting

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on March 5, 2008 at the Front Street Learning Center in Helena, MT. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Dr. Douglas Reisig, School Administrator, Missoula; Vice-Chair, Ms. Melodee Smith-Burreson, Teacher, Missoula; Ms. Charla Bunker, Teacher, Great Falls (who was unable to attend due to inclement weather); Ms. Tonia Bloom, Trustee, Corvallis; Ms. Kim Warrick, Reading Specialist, Bozeman; Ms. Judie Woodhouse, Teacher, Polson; and Dr. Mary Susan Fishbaugh, Dean of the College of Education, Montana State University-Billings, Billings.

Meeting attendees included: Ms. Elizabeth Keller, Office of Public Instruction; Mr. Bud Williams, OPI; Ms. Bonnie Graham, MSU Billings; Mr. Fred Seidensticker, Northern Rockies Educational Services; and Mr. Steve Harris, Hellgate Elementary School.

Executive Committee

The long term goals for the Council were kept unchanged. The short term goals were listed: Chapter 57, Distance Learning/Dual Enrollment, Chapter 58, mentoring, safety awareness, and the interpreter qualifications study. Mr. Donovan spoke briefly about Mr. Steve Gettel's (Superintendent of the Montana School for the Deaf and Blind) desire to establish standards for interpreters. The Council then moved to planning the March 6, meeting with the Board of Public Education and Council of Deans of Education. Ms. Keller spoke to the Council about MACIE's

request that the Council research Native American's involvement in special education programs on the instructing side as there are not many Native Americans in this line of occupation. The by-laws were discussed next. Ms. Keller said she would present a copy of the flow chart explaining revocations, suspensions, and denials of teacher licenses once the flow chart was published.

Administrative Officer's Report

Mr. Donovan spoke about the National Association of State Directors of Teacher Education and Certification Southern Region Conference, the Troops to Teacher Conference, and the various Class 8 meetings he had attended. He also spoke of the first planning meeting for the 2008 Educator Forum and the first of the BPE Safety Awareness Meetings.

Montana Commission on Teaching Committee Report

It was decided to combine this item with Dr. Reisig and Mr. Harris' Mentoring Presentation under item 6.

Licensure and Endorsement Committee Report

Ms. Warrick informed everyone the next Chapter 57 meeting would take place March 18, 2008 in Helena. Ms. Keller mentioned the Committee is not moving at a very fast pace, but since they are dealing with some large issues (Class 8 and Professional Practices) she does not mind taking time to discuss them fully.

Professional Preparation and Continuing Education Committee Report

Dr. Fishbaugh spoke about the Higher Education Consortium in which Ms. Bloom and herself attended January 31-February 1, 2008 in Chico Hot Springs. They discussed Class 8 licensure issues and internship programs with individuals from OPI and Higher Education. She also spoke about IRIS modules being used in Montana universities to prepare those who plan on working with disabled children in the classroom.

Educator Dress Code Presentation

Ms. Graham came to the Council, as requested at the October 2007 meeting, to present a PowerPoint shown to all college students in the teacher preparatory program at MSU Billings. The PowerPoint covered proper professional dress expected of every pre-service teacher when entering into a public K-12 school for observation or student teaching. Appropriate dress is considered one of the biggest professional concerns for college students.

Hellgate Elementary Mentoring Program Presentation

Mr. Harris, along with Dr. Reisig, spoke to the Council about the mentoring program they have implemented at Hellgate Elementary in Missoula. New teachers, transferring teachers, and teachers facing difficulty may all go through this program and be paired up with a mentor. They offer in and outside of classroom help as well as a pre-first-day-of-school training with their mentor. Mentees are also expected to observe their mentor in a classroom setting.

Area of Special Permissive Competency in Technology- Taking Technology to the Classroom

Mr. Seidensticker came to the Council to speak about the possibility of providing licensed teachers who have obtained competency in technology through a university with licensing certificates. Phase I saw the aligning of all Montana's universities who in 2005 agreed to offer coursework compatible with the program. Mr. Seidensticker would like to see the formation of an advisory board in Phase II to head the project. He will present at the OPI Montana Technology Summit, April 29-30, 2008 in Billings, along with Mr. Michael Hall from OPI where he will extend invitations to people to join the board. He hopes all universities will be able to provide courses which meet PEPPS standards and would like to offer a few thousand dollars to each university to help establish these courses.

OPI Update

Ms. Keller spoke before the Council in Dr. Linda Vrooman Peterson's place. She reminded everyone of the ongoing efforts with Class 8 and Professional Practices. She also informed the Council the U.S. DOE will be visiting the Great Falls School District in April to look at the distribution of highly qualified teachers and their equitable distribution across the state. Ms. Jan Clinard from the Commissioner of Higher Education Office is in charge of Highly Qualified Teachers for the state. She will be in charge of these visits on the state's side.

Plan for Future Conferences

Mr. Donovan reminded everyone of the NASDTEC Conference June 1-4, 2008 in Providence, RI. He also informed everyone of the National Commission for Teaching and America's Future (NCTAF) Conference July 10-12, 2008 in Washington D.C.

Future Agenda Items

Mr. Donovan informed those who are up for reappointment, as well as those whose second term is ending. Council Committee appointments will take place at the July meeting. The joint Council of Deans meeting will take place at the October meeting.

Public Comment

Ms. Keller spoke about the Alternative Pathways to Teaching Conference she attended in New Orleans in February. She mentioned at the conference that they discussed mentoring and was happy to see the Council taking such an interest in it.

Highlights of the July 24, 2008

CSPAC Meeting

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on July 24, 2008, at Front Street Learning Center in Helena, Montana. CSPAC, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Dr. Douglas Reisig, School Administrator, Missoula; Vice-Chair, Ms. Melodee Smith-Burreson, Teacher, Missoula; Ms. Tonia Bloom, Trustee, Corvallis; Ms. Judie Woodhouse, Teacher, Polson; Dr. Mary Susan Fishbaugh, Dean of the College of Education, Montana State University-Billings, Billings; Ms. Sharon Applegate, Teacher, Kalispell; Ms. Patty Muir, Teacher, Laurel.

Meeting attendees included: Elizabeth Keller, OPI; Bud Williams, OPI; Kim Warrick, OPI; Larry Nielsen, MEA-MFT; Marco Ferro, MEA-MFT; Bob Vogel, MTSBA; Nikki Sandve, OPI; Marsha Davis, Lewis & Clark County; Linda Peterson, OPI; Mike Miller, U of M Western; Bud Williams, OPI; Katie Moore, OPI; Dale Kimmet, OPI; Jean Howard, OPI.

Executive Committee

After roll was taken, Dr. Reisig introduced Ms. Patty Muir and Ms. Sharon Applegate, the two new Council Members. Ms. Patty Muir is the new K-12 Specialist and Ms. Sharon Applegate is the new K-8 Teacher. Dr. Fishbaugh was also reappointed to the Council as the Higher Education representative. Dr. Reisig then presented a PowerPoint talking about all the wonderful work educators do. Dr. Reisig and Ms. Smith-Burreson were reappointed as the CSPAC Chairman and Vice Chairwoman. It was decided the rest of the committee appointments would be determined later. The Council then selected dates for next four CSPAC meetings. It was decided to hold the fall meeting with the Council of Deans in Missoula. Dr. Reisig then read through the 2006-2007 CSPAC goals and noted the different tasks the Council has taken on since then.

Executive Secretary's Report

Mr. Meloy discussed requests the State Legislative Finance Division had for the Board including presenting to the Division a strategic plan and working to make every school in the state meet 100% of the accreditation standards. He also talked about the work the Board had done with the Interim Committee and the Board of Regents including the K-12 Committee and the K-College Workgroup. Dr. Peterson came to speak to the Council about the previously mentioned school deficiency. She explained the different steps OPI takes to help a public school remove itself from the deficiency list. Mr. Meloy then informed the Council about the increased number of educator license revocations and suspensions. He explained how the increased cases has led to large legal costs for the Board and listed the prices for each case. Dr. Peterson came back up before the Council to introduce OPI's three new specialists. Mr. Meloy ended his report by informing the Council of the most

recent events that have occurred surrounding Distance Learning and the Class 8 License and the possible inclusion of the Council in the procedure.

Administrative Officer's Report

Mr. Donovan presented to the Council all the meetings he had attended since the March meeting. Ms. Keller and Ms. Warrick came up from OPI to discuss the NASDTEC Conference. The possible union of NCATE and TEAC was a big topic of discussion and many agreed it would be wise for these two organizations to join.

Montana Commission on Teaching Committee Report

Ms. Bureson turned to table over to Ms. Sandve and Ms. Keller from OPI to discuss the possibility of creating an area of permissive special competency for teacher mentors. Ms. Sandve spoke about the resources on the OPI website and the possibility of offering a workshop with MTSBA for mentoring to help school districts better understand its importance. The next steps would be to add the necessary language to Chapter 58. The Council unanimously voted to begin work with OPI to create this language.

Professional Preparation and Continuing Education Report

Dr. Fishbaugh discussed her trip to this year's NCTAF conference. A big topic of discussion at the conference was the pilot project NCTAF had created with George Washington University and the D.C. Public Schools for a teacher residency program. This program looked at reframing public education with national standards and Federal mandates in mind. Dr. Fishbaugh expressed interest in having the program work through Montana schools as those involved in the previous project had seen great improvements.

OPI Update

The new OPI specialists were introduced during the morning so the first item on the OPI update was passed over. Dr. Peterson passed out a PowerPoint presentation titled "Montana Five-Year Comprehensive Education Plan Web Application" (5YCEP) which covered the rule in Chapter 55 ARM 10.55.601, this listed the elements needed for the plan, the project goals, guiding principles, activities, and timeline. The PEPPS update came next. An on-site review schedule for 2008-2009 was passed out. HQT was the last topic and a number of letters were handed out. These letters were copies of those written to Mr. James Butler, a part of the Teacher Quality Programs at the US Department of Education. OPI has had ongoing discussions with the Department of Education concerning the meeting of HQT requirements for Special Education.

Licensure and Endorsement Committee

Ms. Kim Warrick and Ms. Elizabeth Keller came before the Board to present the almost complete rewritten Chapter 57. Ms. Keller felt the best way of explaining the changes to the chapter would be to skim over the entire document. Ms. Keller went through all the changes and answered questions throughout the explanation.

Marsha Davis – Lewis and Clark County Superintendent

Dr. Marsha Davis, the County Superintendent for Lewis & Clark County, presented to the Council *Teacher Retention & Montana 6E School Districts*. The study, originally published in 2002 as Dr. Davis' dissertation, looked at the factors drawing teachers into 6E schools in the state. 6E schools refer to those elementary school districts in Montana with 40 or fewer students. Throughout the PowerPoint, Dr. Davis explained how such factors as enjoying rural lifestyles and relationships with students have influenced teachers to stay at these 6E schools.

Plan for Future Conferences

The two upcoming conferences with interest to CSPAC are the NASDTEC Professional Practices Institute (October 29-31, 2008) and the Western States Certification Conference (January 6-8, 2009). Mr. Donovan informed the Council that if anyone was interested in attending either of these conferences to contact him.

Future Agenda Items

Dr. Reisig stated the CSPAC By-laws would need to be reviewed at the fall meeting. The annual joint meeting with the Montana Council of Deans would also be taking place at the fall meeting.

Public Comment

Mr. Ferro of MEA-MFT passed out pamphlets for the Montana Educator Forum being held on September 26, 2008 in Helena and encouraged all who could to attend the annual conference.

Highlights of the October 23 & 24, 2008 **CSPAC and Joint Council of Deans Meeting**

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on October 23-24, 2008, at the University of Montana in Missoula, Montana. On the afternoon of October 23, 2008, CSPAC met jointly with the Montana Council of Deans of Higher Education. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Dr. Douglas Reisig, School Administrator, Missoula; Vice-Chair, Ms. Melodee Smith-Burreson, Teacher, Missoula; Ms. Patty Muir, K-12 Specialist, Laurel; Ms. Tonia Bloom, Trustee, Corvallis; Ms. Sharon Applegate, Teacher, Kalispell; Ms. Judie Woodhouse, Teacher, Polson; and Dr. Mary Susan Fishbaugh, Dean of the College of Education, Montana State University-Billings, Billings.

Meeting attendees included: Dr. Larry Baker, MSU-Bozeman; Dr. Lynette Zuroff, Carroll College; Dr. Roberta Evans, UM-Missoula; Ms. Cindy O' Dell, Salish Kootenai College; Ms. Tracy Grazley, University of Montana-Western; Ms. Bonnie Graham, MSU-Billings; Ms. Kim Warrick, OPI; Ms. Pat Ingraham, MSU-Bozeman; Ms. Tricia Parrish, UM-Missoula; Ms. Elizabeth Keller, OPI; Ms. Kristine Murphy, UM-Missoula; Dr. Linda Peterson, OPI; Mr. Larry Nielsen, MEA-MFT; Mr. Marco Ferro, MEA-MFT; Ms. Allison Smith; UM-Missoula Teacher Prep Student, Daughter of Ms. Melodee Smith-Burreson.

Joint CSPAC/ Council of Deans Meeting October 23, 2008

The CSPAC and Council of Deans discussed the current projects and goals for the respective groups as well as strategies for creating a seamless transition for newly graduated teachers into the field. Other topics discussed included the following: the Math/Science Initiative; the perception of teacher shortages; the transferability of credits between state universities and universal course numbering; Chapter 57 and its presentation to the Board of Public Education at its November meeting. Dr. Peterson listed the topics she will discuss at the CSPAC meeting in the morning. The University of Montana sponsored a reception, later in the evening, for CSPAC and the Council of Deans at Shadows Keep in Missoula.

CSPAC Meeting October 24, 2008

Meeting attendees included: Ms. Bonnie Graham, MSU-Billings; Ms. Tracy Grazley, University of Montana-Western; Ms. Kim Warrick, OPI; Dr. Jayne Downey, MSU-Bozeman; Ms. Bonnie Jones Graham, MSU-Billings; Ms. Tricia Parrish, UM-Missoula; Ms. Elizabeth Keller, OPI; Ms. Kristine Murphy, UM-Missoula; Dr. Linda Peterson, OPI; Ms. Nikki Sandve, OPI; Mr. Marco Ferro, MEA-MFT.

Executive Committee

Dr. Reisig recapped the joint CSPAC and Council of Deans meeting. The Council chose to keep members on their current respective committees and assigned the two new members to the Licensure Committee. The Sign Language Interpreter's Workgroup was briefly discussed.

Administrative Officer's Report

Mr. Donovan provided CSPAC with a summary of meetings he has attended since the July CSPAC meeting. The Council chose to approve the amended bylaws; Ms. Woodhouse also suggested changes to other areas be made for the next CSPAC meeting. In light of new information pertaining to the amended bylaws that was received after the CSPAC meeting, CSPAC will be asked to strike the new amendment from the bylaws at the January meeting.

Executive Secretary's Report

Mr. Meloy discussed the time line for the Distance Learning Task Force. He also spoke about the Legislative Fiscal Division's request for each state agency to develop 4-5 goals to help display what each agency has worked on. Finally, he informed the Council that the Board has requested more money from LFD to cover costs for legal cases, travel, and facility costs for the agency.

Professional Preparation and Continuing Education Committee Report

Dr. Fishbaugh spoke about the MSU-Billings College of Education Consortium and passed out notes provided by John Taylor Gatto, one of the keynote speakers at the consortium. The point behind the gathering was to look at ways to evolve education as the world evolves.

Montana Commission on Teaching Committee

Dr. Reisig turned the meeting over to Ms. Smith-Burreson. She introduced Dr. Jayne Downey from MSU-Bozeman. Dr. Downey spoke about the Masters of Education program at the University. The program can be taken entirely online. While taking these courses, Dr. Downey hopes the educator can also gain Mentor Teacher Permissive Special Competency on their certificate, something CSPAC and OPI have been working on to develop.

The table was then turned over to Ms. Nikki Sandve of OPI. Ms. Sandve presented a PowerPoint of the Teacher Mentoring Program in a School District Suggested Timeline/Activities site. The site is a part of the OPI website at www.opi.mt.gov. This offers resources for schools and districts to aid in developing teacher mentoring programs.

OPI Update

Dr. Peterson had a few things to discuss including: teaching endorsement internship program; NCATE; Class 8; and date pieces. The Class 8 work has continued with the development of the Implementation Advisory Committee. She also passed out a draft form of the postsecondary faculty license application. The Council will be talking with the Board and OPI further on their role in the application process.

Goal Setting

Some of the goals the Council would like to concentrate on are: mentoring; NEA study on teacher retention; sign language interpreters' workgroup; 10.55.716(A)(B) definition; OPI information on teachers leaving within 5 years of starting their career; OPI website explanation; professional development in general; and a look at various school mentoring programs across the state.

Plan for Future Conference

The Western State Certification Conference will take place January 6- 8, 2009 in Austin, TX. The NASDTEC Professional Practices Institute will take place October 29-31, 2008 in St. Louis, MS.

CSPAC Goals – 2007-2008

CSPAC's goals for the 2007-2008 school year are as follows: current and future accomplishments are bulleted underneath:

- 1) Study and make recommendations to the Board of Public Education on the status and efficacy of approved teacher educator programs in Montana.**
 - a. NCATE reviews
 - b. Montana/NCATE Institutional Orientation – September 22-23 (Tentative)
 - c. PEPPS Standards update recommended to BPE by CSPAC
 - d. Special Education preparation for general education teachers research study and presentation by MSU-Billings
 - e. Poverty and Student Achievement Correlation Presentation for Montana students - Mr. Chris Lohse from OPI
- 2) Study and make recommendations to the Board of Public Education in the areas of precertification training and educational requirements and in certification renewal requirements and procedures.**
 - a. Interpreter Standards Workgroup
 - b. Review of Chapter 57
 - c. Instructors of hearing-impaired children rule (if passes in Legislature)
 - d. Attend Western States Certification Conference
 - e. Annual NASDTEC conference
 - f. Annual NCTAF conference
 - g. Meet annually with Council of Deans
 - h. Update on state mentoring
 - i. Planning for Montana Educator Forum
- 3) Study and make recommendations to the Board of Public Education on policies related to the denial, suspension, and revocation of teachers' certificates and the appeals process.**
 - a. Review of Chapter 57
 - b. Attend NASDTEC Annual Professional Practices Institute
 - c. Work with OPI Licensure staff on appealed cases
 - d. Gather information about diploma mills

- 4) Study and make recommendations to the Board of Public Education on the feasibility of establishing standards of professional practices and ethical conduct.
 - a. Attend NASDTEC Annual Professional Practices Institute
 - b. Annual review of Code of Ethics
- 5) Study and make recommendations to the Board of Public Education on the status and efficacy of alternative and/or nontraditional teacher preparation opportunities.
 - a. Attend Western States Certification Conference
 - b. Attend NASDTEC Annual Professional Practices Institute
 - c. Troops to Teachers work and update
 - d. Gather information about diploma mills
 - e. Montana Schools E-Learning Consortium presentation on technology-delivered courses
 - f. Distance Learning Task Force – Possibly send back to CSPAC for further deliberation
 - g. Continue the awareness that issues such as distance learning, dual enrollment, alternative certification models, etc. are multi-faceted and inter-related concepts that cannot be viewed in isolation from one another, especially in light of NCLB and high school renewal efforts.

Over-riding question:

Where would the Board of Public Education want CSPAC to go from this point?

EXECUTIVE SUMMARY

DATE: MARCH 2009

- PRESENTATION:** CSPAC recommendation to the Board of Public Education to amend 10.57.110, 10.57.412 and 10.58.527 pertaining to Area of Permissive Specialized Competency, Mentor Teacher.
- PRESENTER:** Judie Woodhouse, Member, Certification Standards and Practices Advisory Council
Dr. Jayne Downey, Associate Professor, Montana State University-Bozeman
Peter Donovan, Administrator
Certification Standards and Practices Advisory Council
- OVERVIEW:** At the January CSPAC meeting, the Council passed a motion to recommend adding an Area of Permissive Specialized Competency for Mentor Teachers.
- This presentation is the introduction of the request from CSPAC to create a new Area of Permissive Special Competency (APSC) for Mentor Teachers. The current APSC's authorized by the BPE include, early childhood education, gifted and talented education, and technology in education. The APSC's are statements of specialized competency that appear on educator licenses to indicate that the educator has completed a minimum of 20 semester college credit hours or equivalency in a specific academic area that has been approved by the Board of Public Education.
- REQUESTED DECISION(S):** Information item only
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Thoughtful adoption of requested changes.

Draft rule[s] as proposed to be amended provide[s] as follows, new matter underlined, deleted matter interlined:

ARM 10.57.110 AREA OF PERMISSIVE SPECIALIZED COMPETENCY

(1) A holder of a Montana teaching license may apply for a statement of specialized competency to appear on the license. A license holder may qualify for a statement of specialized competency by the completion of a minimum of 20 semester college credit hours or equivalency in a specific academic area as approved by the board of public education. Accredited areas of permissive specialized competency are early childhood education, technology in education, mentor teacher, and gifted and talented education.

AUTH: 20-4-102, MCA

IMP: 20-4-103, MCA

ARM 10.57.412 CLASS 1 AND 2 ENDORSEMENTS (1) through (2)(c)

remain the same.

(3) A license holder may qualify for a statement of specialized competency by the completion of a minimum of 20 semester college credit hours or equivalency in a specific academic area as approved by the board of public education. Approved areas of permissive specialized competency are early childhood education, gifted and talented education, and technology in education, and mentor teacher.

(4) remains the same.

AUTH: 20-4-102, MCA

IMP: 20-4-103, 20-4-106, 20-4-108, MCA

10.58.527 AREAS OF PERMISSIVE SPECIAL COMPETENCY (1) through

(6) remain the same.

(7) The mentor teacher permissive special competency program requires that successful candidates demonstrate knowledge of:

(a) the role and benefits of serving as a teacher mentor;

(b) the needs of initial educators and educator standards;

(c) the benefits and key elements of a mentoring program for the initial educator and the school district;

(d) the characteristics and behaviors of effective mentors in providing observation, support, and assistance;

(e) the characteristics and behaviors of effective mentors in providing feedback during observing and conferencing;

(f) the potential problems that can occur in a mentoring relationship and define effective responses to these problems; and

(g) best practices for creating and maintaining a safe environment for the mentee to attain and sustain a mastery level of teaching with an active and positive learning environment that supports school, district, and state curricula, including:

(i) supporting new teacher growth toward meeting the learning needs of every child; and

(ii) supporting new teacher growth toward incorporating Indian Education for All into their curricular offerings.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-3-121, MCA

REASON: The proposed rules to establish an Area of Specialize Permissive Competency for mentor teachers originated from research conducted by the Certification Standards and Practices Advisory Council (CSPAC). The CSPAC, as created by 2-15-1522, MCA, conducts research and makes recommendations to the Board of Public Education as authorized in 20-4-133, MCA. The proposed rules would permit individuals with a minimum of 20 semester college credits in teacher mentoring to request a statement of specialized competency to be added to their educator licenses.

EXECUTIVE SUMMARY

DATE: MARCH 2009

PRESENTATION: Class 8 Implementation Update – Review Panel Work Session

PRESENTER: Elizabeth Keller, Office of Public Instruction
Peter Donovan, Certification Standards and Practices Advisory Council
Linda Vrooman Peterson, Office of Public Instruction

OVERVIEW: This presentation provides to the Board of Public Education (BPE) an update on the first work session of the Class 8 Review Panel. The Review Panel convened on March 11 to evaluate Class 8 Dual Credit-Only Postsecondary Faculty License applications and make recommendations for licensure to the Office of Public Instruction.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): The purpose of the Class 8 Dual Credit-Only Postsecondary Faculty License is to provide one option ensuring postsecondary instructors of dual-credit courses meet the provisions of Admin. R. Mont. 10.57.437, No Child Left Behind, and MCA 20-4-101 Teacher Certification. Implementation of the Class 8 License will allow more K-12 students opportunity to access dual-credit courses.

RECOMMENDATION(S): Discussion